

SPRING 1969

the KAPPA ALPHA THETA MAGAZINE

Go Fly a Kite! So Texas
Thetas Show How

Education For Tomorrow

A New Chapter Added;
Where? Tennessee



Library Lore / Four Housing Stories / Buildings Named For Thetas
Second Leadership Conference / Personality Sketches / Centennial

Letters

The New Campus Image

I enjoyed the shortie letter "duty" for this Spring issue of the Theta Magazine very much. The University of Rhode Island Honors Colloquium which I discuss in our shortie is *excellent*. I certainly have not done it justice in so few words.

I talked with Dr. Edward Higbee, who is in charge of the program, for two hours. He also invited me to sit in on a meeting of the seminar discussion groups. I am so enthusiastic about all I learned and have so much information that I hope to write an article about it for the *URI Alumni Magazine*.

LINDA FAIRLIE
Delta Mu, Rhode Island
Providence, R.I.

The shortie letter I am sending from Oklahoma is a little late—but it was only today, the day I am mailing this, that the "Day On" which I write about, crystallized into reality. I really feel this represents the newest trend and reflects the changes occurring on our campus.

Writing the shortie letter gave me the chance to show the new image of the OU student. We will be interested to read what other campuses are doing.

TRICIA BARR
Alpha Omicron, Oklahoma
Norman, Okla.

As an addenda to the shortie letter assignment perhaps you would like to know where some Beloit Thetas have spent Field Terms:

Lynne Lovering, secretary in guidance department, HP High School, Highland Park, Ill.

Cindy Martin, lived with Spanish family, tutored college students in English, Granada, Spain.

Sidney Bohlen, playroom coordinator, supervisor, Children's Hospital Medical Center, Boston.

Frankie Carpenter, work with Mexican-American migrants, Texas Council of Churches, Pharr, Tex.

Cindy Adams, English teacher, hospital worker, children's day camp program, Gaziantep, Turkey.

Vicky Herring, student assistant helping organize Democratic National Convention, Chicago.

Peggy Johnson, helping mentally disturbed teenagers with science and math, Essex County Overbrook Hospital, Cedar Grove, N.J.

My own experience as an English teacher in Madrid was just tremendous. One great advantage of the Field Term which we all share is our "out-on-our-ownness" and independence, preparing us for the adult world. Other advantages are more individual, according to the work each is involved in.

LINDA MATERNA
Gamma Lambda, Beloit
Beloit, Wis.

◆ For more about the innovations provided by the Beloit Plan, see the material under Education For Tomorrow, page 38 this magazine.—EDITOR.

Worth Bragging About!

Susan Scallon Sapp, Alpha Omicron, Oklahoma, is Advisory Board chairman at Kappa chapter, the University of Kansas. What does her little son brag to his friends about? "My daddy is an FBI man, but my mommy is a Kappa Alpha Theta!"

PHYLLIS LOVE HARDY
Alpha Omicron, Oklahoma
Tulsa, Okla.

"Karneval"

Carnival time in Germany, an old-time custom with pre-Christian roots, continues today as pre-Lenten gaiety which ends dramatically at midnight on Tuesday before Ash Wednesday. It starts punctually at 11 minutes after 11 on the 11th day of the 11th month of the preceding year.

On this day in 1968 the village of Altenglan, Germany opened its carnival or "Fasching" season with the coronation of an American, Mary Eleanor Glass Ruffner, SMU, as its princess, in an effort to increase friendship between Germans and Americans and to give Americans a better understanding of German Fasching customs. "Mary Ell" is the wife of Captain Jay S. Ruffner, judge advocate general, Ramstein Air Base, traveled with members of the city's Fasching Club to different places in the Palatinate during the 1969 Fasching season.

HANS-JOACHIM DUMKE
26th CSG
APO New York

◆ For Mary Ell's picture, see page 25.—EDITOR.

Woman-To-Woman

Sixty "representative American women" accepted the invitation of the Committee of Soviet Women and the Women's Unions of Hungary and Czechoslovakia to visit the Soviet Union in late September 1968.

As we traveled from Moscow to Leningrad and Kiev; from Budapest to Prague, the boundaries of thought and understanding widened and we came home impressed with the scientific and cultural achievements of people who have progressed from an illiterate, agrarian country to a world power in 50 hard pressed years. But we also grieved for those whose security has been purchased by loss of freedom; and more than ever determined to uphold fundamental American principles against the threat of Communism throughout the world. Perhaps, we hoped, too, we did something in our "woman-to-woman" contacts that would help dispel their awe of capitalism. The dream of all women was expressed in the parting words of our Hungarian guide: "Good-bye and take care of the PEACE."

CAROL GREEN WILSON
Phi, Stanford
San Francisco, Calif.



the KAPPA ALPHA THETA MAGAZINE

Spring 1969

Volume 83

Number 3

EDITOR—

MARY MARGARET KERN GARRARD

PHOTOGRAPHY—

FRANCES HOWELL BECKEMEYER

THE COVER: There is no way of knowing what Theta Nancy Ferrier Crook (center) of Nashville, Tenn., was saying to the little lass with the bib, a "student" at the Institute of Logopedics at Wichita, Kansas, Theta's major national philanthropy. However, it is obvious that the two established rapport immediately on the occasion of Nancy's visit to the Institute. Her guide was another Theta, Elmira Wood Stark (at right), occupational therapist on the staff. Says Nancy, "Do put the Institute on your vacation itinerary. Seeing the work being done there with the speech handicapped is really the only way to appreciate it."

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Over the DESKTOP

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Quotation For Spring

The fun of reading is not that something is told you, but that you stretch your mind.—BENNETT CERF. See pages 7-9 for stories on some mind-stretching Theta chapter house libraries!

YOUR EDITOR HAS A NOTION that while we suggest that collegiate Thetas need some mind-stretching via chapter house libraries, that we alumnæ should not forget the mind-stretching bit ourselves. Keeping up with the times should be our goal. Certainly the fact that we are "educated" women does not mean what it once did. The education we received, whether it was many years back, or only a few, is not the same as that being offered today. New ideas in education are being tried everywhere. In fact, in preparing the material for the Education For Tomorrow section in this magazine (pages 33-42) your editor was somewhat amused at how often the word "innovation" popped up. If educators are not innovative nowadays, no one is!

There are plenty of them to be innovative. Latest figures show 2,374 presidents, 25,000 trustees, 504,000 teachers and 82,000 administrative and service staffs serving the 2,374 universities, colleges and junior colleges in the United States today. Frankly, we found our study of current education fascinating and certainly challenging. Challenging for us as individuals and challenging, too, to Kappa Alpha Theta whose whole life blood is now and always has been so tied up with the educational world.

"What next?" we are tempted to say. Then like as not "next" we pick up the morning paper and there are all those stories about riots and sit-ins and bloodied heads on so many campuses. But even as we read, the mail comes, and Theta Dorothy-Marie Davis, Omicron, Southern California, has thoughtfully sent us a clipping from the Los Angeles press. The Theta and Delta Gamma collegiates at UCLA in five days of volunteer work on campus collected \$3,000 for Biafra from students and faculty. Said one of the girls, "We hope this may be worth a brief mention. We just don't feel that the *noisy minority* should get all the news."

Which item lifts our spirits no end and make us feel that with the universities trying so hard to improve education and the *quiet majority* (which includes the collegiate Thetas) working for good, there is a great deal of hope in the college world today.

Which also brings us back to the mind-stretching bit. There are lots of ways to keep from having an unstretched mind. Like not ever stopping working in Theta. Keeping her mind stretched, for instance, is a 50-year Theta, Margaret Seaton Blevins, Alpha Upsilon, Washburn, who is current president, Fort Collins Alumnæ Chapter . . . And a "retired" Theta has become one of our treasured book reviewers. She is Mildred Benton, Alpha, DePauw, long a stalwart in the Washington, D.C. Alumnæ Chapter, whose first review for us appears on page 45.

Another Theta whose mind is wide-open, as are her eyes, is Fran Beckemeyer, our photographer, with two pics in this issue. Collegiate Thetas who posed for the Campus Shortie Notes opening (page 47) are all from Emory, I. to r., Peggy McClellan, Carolyn Hitt, Martha Anne Hillman, Marilyn Morgan. The Thetas who posed for the campus library picture (page 8) are also from Emory: Beverly Cowart, Jackie Ray, Ritey Flowers. Jackie's mind we would say, is the most open of all. *She* made the highest grades of any Emory freshman during the fall quarter.

And now to coming deadlines:

Active chapter editors: June 1: Due: Names of chapter members elected to national honoraries since Sept. 1, 1968. Wallet-size pictures of Mortar Boards, Phi Beta Kappas, Phi Kappa Phis.
Alumnæ chapter editors: No chapter letter assignment. Send action pictures any time.

Send copy to Mrs. H. L. Garrard, 19740 Heather La., Craig Highlands, Noblesville, Ind. 46060.

Council Corner

Thetas, your chapter is showing!

It is right there where everyone can see. How it ultimately appears to me—and to almost everyone else—really depends a great deal on you. I hope you are not completely satisfied with your scholastic standing on your campus; you are rarely satisfied unless you are Number One in all you have attempted!

Theta's standing should be a matter of personal pride. You are proud of your beauty queens, your cheer leaders, your activities' heads. Still, the basis for the whole picture is scholarship. After all, the real reason for your presence in the university is an education—and Kappa Alpha Theta wants each member to achieve her best scholastic level. If all of you have sufficient pride—some call it standards,

motivation or *esprit de corps*—you will get the grades, the queens, the activities' officers and other campus leaders as well.

Now is the time for personal evaluation with a determination to do better because scholarship is a personal thing. You must be aware of your potential and push yourself to achieve it. You are the result of your actions. All the study clinics, quiet hours and tutoring promoted by the chapter are for naught if you lack the desire for an education. Only you can make yourself care and try. The challenge is yours, all yours.

You have what it takes. Now show it!

Loyally,

WILMA BURKART METZGER
Director of Scholarship

and
now
it's

TENNESSEE!



Theta officers, (l.) Jane Chadwell Delony; center, back to camera, Eleanor Conly Hunt; (r.) Ellen Bowers Hofstead, did not have to guess whether they were welcome or not at Tennessee. They knew by the way they were greeted at the doorway of the Panhellenic Building, where Theta, the 18th sorority to come on campus, has a suite. Tennessee charter collegiates greeting the VIP's were, l. to r., Margaret Hewitt, Nelda Northern, Marsha Herschel. All photos are by Rebecca Broyles.



◆ "We've got sisters all around us and alums from far and near,/We've got Theta's light to guide us and twin stars we hold so dear,/We've got Sherri as our leader and four actives as our friends. . . ."

These first lines of the pledge song of Delta Pi colony echoed from the new Theta Suite in the Panhellenic Building on the University of Tennessee campus. Spontaneous singing accompanied the informal reception that followed the Loyalty Service conducted by Grand President Norma Anderson Jorgensen on Friday evening, February 28, 1969, as the installation weekend began. Fraternity officers who attended were Ellen Bowers Hofstead, NPC delegate; Melissa Luton Bradford, CDP; Jane Chadwell Delony, Tennessee state chairman; Dorothy Schulze Vaaler, executive secretary-treasurer. Lucile Moore Garrett, membership selection chairman, and Wilma Burkart Metzger, Grand Council installation chairman, who colonized this chapter five months ago, and Gale Hays, traveling secretary, who assisted them, were happy to see these days arrive.

The University of Tennessee traces its origin to 1794, when a charter was granted to Blount College. In 1879, this college was chosen by the state legislature to be the University of Tennessee. Last year's enrollment was estimated at 23,000 plus students including approximately 5,000 women with 17 sororities.

The Second Presbyterian Church was the scene for the initiation of the 22 charter initiates on Saturday, March 1, 1969 and on Sunday morning they attended services as honored guests of the church. Eleanor Conly Hunt, grand vice-president, college committee, Marge Stocker Stallings, former Grand Council member, and Jean Melnick Buckmaster, ADP, joined other Theta officers for the initiation service.

The Alpha Eta chapter at Vanderbilt served as the assisting chapter for the colonization and installation. This was a special initiation for them since a former Alpha Eta pledge, who had transferred to Tennessee, re-pledged with this colony, and a sister of an Alpha Eta was also an initiate.

We were particularly honored to have the dean of women from Vanderbilt University, Miss Margaret Cuninggim, Theta from Beta Rho, Duke, participate in the installation. Miss Cuninggim had been dean of women at the University of Tennessee during the early stages of extension consideration with the Tennessee campus.

At the installation banquet on Saturday night, Dr. Lawrence Silverman, Tennessee vice chancellor for Academic Affairs, welcomed and challenged the new chapter with the words, "I expect great things of you." Miss Jane McCormick, dean of women, presented these words for the chapter's application to their campus life, "Be relevant, be flexible and be articulate."

A surprise at the banquet was the presentation by the new initiates of a scholarship pin for the highest scholarship average each quarter in honor of their colonizer, Sherri Parker, Gamma Psi, Texas Christian. The president of Panhellenic, Vicki Justice, presented the new chapter with a welcome gift from Panhellenic.

The newly installed chapter happily affiliated four of the transfers who worked so untiringly for the colony. They are: Brenda Alexander, Alpha Eta, Vanderbilt; Diane Bruener, Beta Omega, Colorado College; Whitney Harrison,

ABOVE: March 1 will always be Tennessee's birthday—and for a birthday, there are always presents! Sarah Drozak (r.), a new initiate, views the installation gifts with pleasure as Panhellenic Dean Susan Mears takes a closer look.



Opening his heart to the Thetas at the banquet—and literally extending the right hand of welcome was Dr. Lawrence Silverman, Tennessee's vice chancellor of Academic Affairs.



Now dean of women at Vanderbilt, Theta Margaret Cuninggim, facing camera, right, was delighted to return to Tennessee, where she formerly was dean, to welcome Theta on campus. Jane McCormick (l.) is current dean, Tennessee.

Beta Zeta, Oklahoma State; Suzanne Jackson, Delta Omicron, Alabama.

The Sunday afternoon tea was a lovely finale to an eventful and memorable weekend for the 94th chapter of Theta. Knoxville alumnae Elizabeth Blanchard Anderson, Gamma Delta, Georgia, local installation chairman, and Grace Ellen Glasgow Watkins, Alpha Eta, Vanderbilt, Ina Thompson, Delta Zeta, Emory, Judy Wertz McMurry, Alpha Eta, Mary Charles Stacy Bentley, Gamma Iota, Kentucky, and Mary E. Rivero Morgan, Beta Nu, Florida State, enjoyed the fruits of their labors as the weekend closed on a wonderful time!

Charter initiates of Delta Pi are Deborah Bisbie, Seaford, Delaware; Sarah Drozak, San Francisco, Calif.; Deborah Dyer, Mahassas, and Deborah Durbeck, Alexandria, Va.; Bonnie Murray, Taunton, Mass.; Nelda Northern, Russellville, Ky.; Vicki Sexton, Raleigh, N.C.; Margaret McGill, Jacksonville, Fla.; and the following from Tennessee, Jane Ellen Espy, Martha Herschel, Lucile Norman, Glenda Ruby, Nancy Wey, Chattanooga; Martha Griffin, Kingsport; Margaret Hewitt, New Johnsville; Elizabeth Hise, Nancy King, Debra Wendolkowski, Oak Ridge; Polly Hunt, Deborah Travis, Memphis; Suzanne McDaniel, Lebanon; Marilyn Moses, Knoxville.—WILMA BURKART METZGER, MARY E. RIVERO MORGAN.



The magic number for Kappa Alpha Theta at the University of Tennessee was 22—the number of initiates at Delta Pi. L. to r., front: Deborah Bisbie, Sarah Drozak, Deborah Durbeck, Deborah Dyer, Ellen Espy, Martha Griffin, Martha Herschel, Margaret Hewitt, Elizabeth Hise. Back: Nancy Wey, Debra Wendolkowski, Deborah Travis, Vicki Sexton, Glenda Rudy, Nelda Northern, Lucile Norman, Bonnie Murray, Marilyn Moses, Margaret McGill, Suzanne McDaniel, Nancy King, Polly Hunt.

LIBRARY LORE



Theta library
at the University
of Oregon

This article has been "in the works" for a long time. Collegiate editors were requested twice (1964, 1968) to send information on chapter libraries; at the 1967 Leadership School more information was collected. The stories which follow tell of several Kappa Alpha Theta chapter libraries, housed in comfort and quiet in suitable rooms, with new books constantly being added to their shelves, and best of all, used regularly by Thetas for both study and pleasure.
—EDITOR.

KANSAS STATE—The library of Delta Eta's chapter at Kansas State University is used every hour of the day and night. The library—a planned room in the construction of our house seven years ago—is located right off the dining room at the back of the house. This room is excellent for study and is quiet.

The books in the library are used constantly,

especially such favorites as the *Encyclopaedia Britannica* and our new *Random House Dictionary of the English Language*.

Ever since Delta Eta came into being we have been actively trying to increase the number of our books, which now total 150. This year those of us in the chapter decided to give a book on each of our birthdays. If a birthday falls during the summer months the girl will celebrate her birthday twice and give a book during the school year. Fraternity Trends has also been active writing to alumnae and parents, encouraging them to contribute old and new books to the library.

The books that are probably read most are the paperbacks. These cover numerous topics such as philosophy, art and modern fiction. The hardbacks that are read the most are probably Emily Post's *Book of Etiquette*, O'Henry's collection of short stories and *Seven Famous Nov-*

Emory Thetas
study in their
college library
Beckemeyer Photo



els by H. G. Wells. Old textbooks are also reviewed to help us in present courses.

Books are checked out by the honor system, without cards. It is each Theta's responsibility to return a borrowed book.

Delta Eta is a young chapter but we are enthusiastic in our efforts to improve our house. Thomas Carlyle once wrote, "All that mankind has done, thought, gained or been: it is lying as in magic preservation in the pages of books. The true University of these days is a Collection of Books." Kansas State Thetas hope someday to merit these words of Thomas Carlyle.—KAREN JAGER, *Editor*.

OREGON—During all hours of the day, Thetas at the University of Oregon are found in their library doing everything from studying for a midterm to just reading for enjoyment. The library has grown over the years due to donations by alumnæ and annual donations by girls in the chapter. A variety of books allows the girls to find information on just about any subject they desire, and often saves them from purchasing textbooks. Included in the library is an entire set of Shakespeare's, Kiplings's and Nathaniel Hawthorne's works.

Last spring Alpha Xi chapter was the recipient of the Josephine Evans Harphan Reading Award. A trophy was awarded at the annual Spring Sing at MacArthur Court. The award was given for the outside reading done by girls in Alpha Xi over the period of the previous year.

Linda Schiro, a senior in elementary educa-

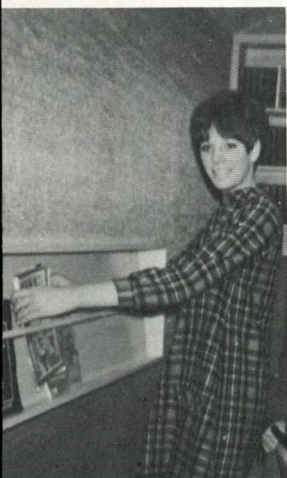
tion, is the scholarship librarian, and is presently working on a card catalogue of all the books within the library.—JAN KIRSHNER, *Editor-Historian*.

PURDUE—"Theta hopes to assist you to stretch your intellectual muscles." This motto is just one of the stepping stones to scholastic success offered to all members of Kappa Alpha Theta. In order to build up ones' intellectual muscles, there must be an appropriate place for mental exercise. The Thetas of Alpha Chi chapter have found such a place in their own home. To the Thetas at Purdue, this intellectual gymnasium is known as the Town Girls room, or just the "TG" room.

When the Theta house was first built, the "TG" room was used as a bedroom for the girls from Lafayette and West Lafayette who did not have their own rooms in the house. Over the years, this bedroom was converted into a study and book shelves were added so that the sisters could put extra books there.

The collection of books ranges from pharmacy to philosophy, with the total amount of books reaching 200. Many of the books are donated by graduated seniors. Also each engaged sister has to donate a book to the house. A gold bookplate is put in each book with the name of the girl and the year that it was donated. The plates are put in by the house librarian, Kay Johns.

Quiet hours in the library are enforced by the scholarship chairman, just as they are in the rest of the house. The hours are from 9:00 A.M. till



Washington-Seattle library; at left, the magazine rack

1:00 A.M. The "TG" room is also the site of the study tables that are held three nights a week.

The procedure for obtaining a book is very simple. All that one must do is merely sign a sheet in the library designating what book has been borrowed, the date that it was taken out and by whom the book was taken.

The library at the Theta house at Purdue is very informal. It gives the sisters a chance to exercise their "intellectual muscles" right in their own "gymnasium."—SUSAN RAMBY, *Editor*.

WASHINGTON-SEATTLE—No need for those long treks down to the campus "lib" because chances are, you'll find the answer in the Washington Theta chapter library, right up "on the third floor."

The whole thing started about three years ago when the scholarship committee decided it would help if the house could provide a more varied selection of reference books in the study area. The idea snowballed. First the Mothers' Club accepted the task of providing the requested—and the active chapter wasn't at all shy about requesting either!

In the school year of 1967-68 the library grew from a conglomerate of out-of-date books and secondhand mystery stories to a neat and orderly collection of reference material. This collection includes, besides Webster's and the Britannica, such books as *Gray's Anatomy*, the *Jerusalem Bible*, *History of World Literature* and many other references for English literature, foreign language and the natural sciences.

In fact, the library has become so full (over 250 books) that it was necessary to give quite a few of the older books to an organization.

Last year the Mothers' Club donated over \$300 worth of reference books selected from a comprehensive list of "the best books for a small college library." The list was compiled by the University of Washington library staff.

As the library took on its new usefulness, the Corporation Board, at the suggestion of the active chapter, redecorated. Did they do a great job, too! New round tables, grasscloth and paneling, a trophy case and magazine rack now make the library a pleasant place.

At almost any time of the day you can find actives studying there. Quiet hours are enforced in the hall near the library. On cold winter nights the Thetas often light a roaring fire to make the study even more comfortable.

A librarian is selected to keep track of the books and to organize them by subject matter. She can usually answer any questions about them and is more than willing to help the pledges find their answers.—NANCY ROBERTS, *Librarian*.

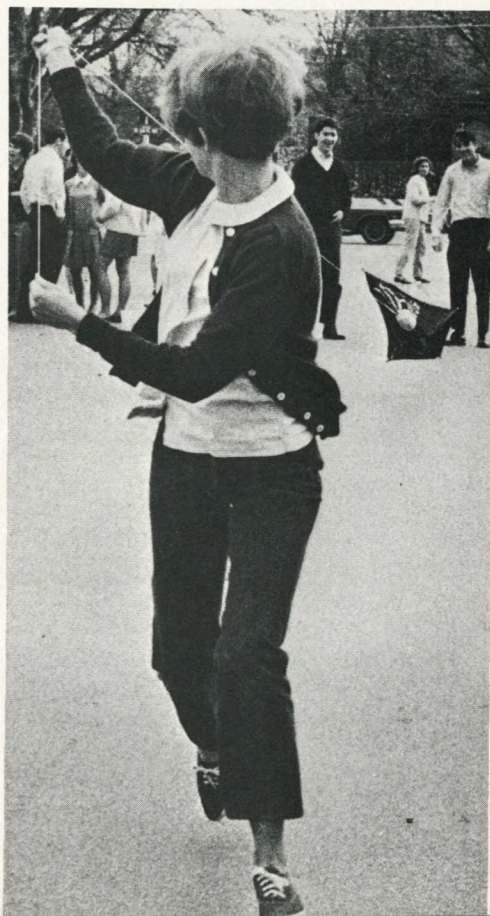
Carl W. Knox, speaking as dean of men, University of Illinois, feels this way about chapter libraries: Every college or university social fraternity should have a library of standard references, some selected classics and a few current best sellers. Annual budgets should have provisions for new volumes and replacements. The office of librarian should be one of the most respected positions in each chapter.

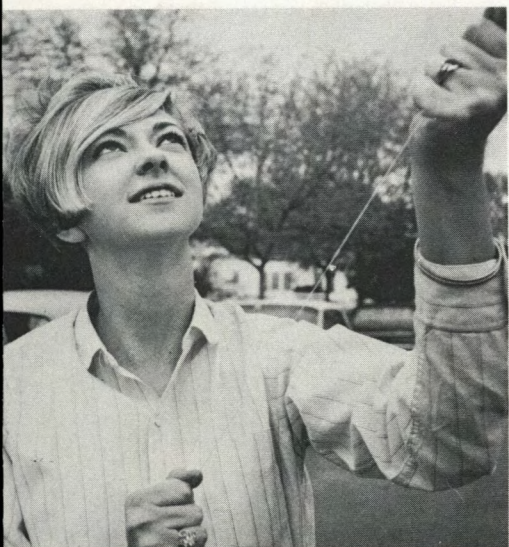


GO FLY A KITE!

Come spring Thetas get out their kites. Sometimes it's the pledges who fly kites before initiation with the *real* Theta kite; sometimes it's the whole chapter staging a kite fly for a philanthropy or for fun. In the latter case, whole campuses sometimes turn out to watch—and fly kites. The kite fliers in this story are University of Texas Thetas, some of whom lined up on the balcony of the Theta house (above) for a vantage view of the pre-initiation kite fly.

K
A
Θ | PICTURE
STORY





Page 10, Sharon Verbrkye
 Top right, Nancy Richardson
 Top left, sorry no name!
 Middle left, Sally Harrison
 Left, l. to r., Nancy Satter-
 field, Kay Harvey

*Adapted from a story by
 Carolyn Bengston
 Story and photos courtesy
 Austin American-Statesman*

LEADERSHIP CONFERENCE

June 12-16, 1969

University of Oklahoma, Norman, Oklahoma

"Building Our Kite" will be the theme of Theta's second Leadership Conference which opens on Thursday, June 12, 1969, with workshops for district officers. Leadership training and guidance will be offered to college chapter presidents and Advisory Board members who will arrive on Friday, June 13, at the Oklahoma Center for Continuing Education in Norman, Oklahoma.

Members of Grand Council will serve as the faculty and the curriculum will include seminars and table-talks on finance, rush, scholarship, standards and alumnae relations—all geared to aid in chapter management. There will be opportunity for the exchange of ideas, a model membership selection meeting, a "talkathon," a problem-solving session and a visit to the Alpha Omicron chapter house at the University of Oklahoma for Sunday breakfast and devotions.

Meetings open on Friday evening with a talk by Grand President Norma Jorgensen, following an informal barbecue dinner which will afford Thetas an opportunity to become acquainted. Highlighting Saturday will be a banquet at which Virginia Hood, grand vice-president, Service Program, will be the speaker.

Grand Vice-President Eleanor Hunt will supervise training sessions for the college district presidents and Advisory Board members while Grand Vice-President JoAnn Thompson will meet with the alumnae district presidents.

College delegates, with Theta's traveling secretaries and counselors, will be housed in the Duplex Cottages of the Oklahoma Center. Each unit has its own sitting room. Grand Council members, district officers and Advisory Board members will occupy two floors in the Sooner House. Meetings will be held in the Forum Room with theatre-style seating.

Harriett Broadus High of the Oklahoma City Alumnae Chapter and legislative chairman for the fraternity, is manager of the conference and will be assisted by Virginia Hood.

This second "edition-in-miniature" of the first two days of a Theta Grand Convention will enable each college president to learn administrative procedures; to know fraternity officers on a national and district level; to examine the problems confronting college campuses today; to discuss and exchange ideas; and, above all, to be involved in preserving and furthering the ideals of Kappa Alpha Theta.

Thetas will hold Leadership Conference meetings at the Oklahoma Center for Continuing Education in Norman, Oklahoma.





Addition for 42 girls is at left.

K A Θ HOUSING

Beta Iota—Colorado

Beta Iota, University of Colorado, more than doubled the size of its chapter house last year upon completion of an extensive building program. The two-story plus basement bedroom addition houses 42 girls and a resident counselor, bringing total capacity to 80.

The addition also includes two informal lounges (shown in the "bridge" between old and new buildings in the picture above), another sun deck, a secluded patio, a chapter study-room and new laundry facilities.

At the same time, remodeling in the original house doubled the size of the dining room and greatly enlarged the housemother's suite. The dining room and recreation room were carpeted.

A part of the overall project was the demolition of the 50-year-old annex next door to the chapter house. There are now expanded parking facilities and additional lawn area with extensive landscaping.

Finishing and furnishing the basement chapter study-room will round out the program.

Theta alumnae who spearheaded the building program were Audre Roos Porterfield, Lucile Mindeman Ives, Susanne Schultz Hanssen, Sue Carswell Peiker, Maidie Rothgerber Hart, Marilyn Essig Jones, Margaret Gaines Miller, Gail Clements Palmer, Bebe Clark Greenlee, Augusta Barnett Shipsey, Helen Clement Perry and Carol Osborn Irwin. Mary Cook Huggins was in charge of the Building Fund Drive.—LUCILE MINDEMAN IVES, *Building Chairman*.

New bedrooms (l.) delight girls and newly expanded housemother's suite (r.) delights Mrs. Mattie "Mom" Sanborn.





Beta Sigma—So. Methodist

At the May 1967 meeting of the Theta Educational Foundation at Southern Methodist University, our enthusiastic decorator, Rosalyn Leggett Biggers, pointed out the need for a room where the girls could visit, study or watch TV in the evening without being dressed. There was only one direction the house could grow and was ideally suited for such a room. Virginia Waters Shuford, our president of good judgment and vision, caught the enthusiasm as did the rest of the board.

It was very late to make such extensive plans and execute them but we decided to try anyway and everything clicked with speed. SMU said "yes" to a \$40,000 loan for construction. We had enough savings to pay off the note to Kappa Alpha Theta and for furnishings. Opal Marshall McCelvey, then Theta's grand vice-president, Finance, approved our plans with haste, our architect was great and the contractor did even better by completing the job for us ahead of schedule.

We achieved not only a beautiful 25' x 40' den off of the existing den with permanent spotlights for rush skits, but a living room for the housemother, an enlarged commercial kitchen and a workroom. Upstairs we added two new bedrooms with private baths and dressing rooms that accommodate three girls each. This made room for six more girls in the house. —VIRGINIA HINDMAN FREEMAN, *President*, 1968.



TOP: New den with old den in background. MIDDLE: New bedroom with dressing room and bath in background. BOTTOM: Living room, added for the chapter's housemother.

Gamma Tau—Tulsa

Planning began over a year ago toward an important step in sisterhood for University of Tulsa Thetas when plans were announced for our first sorority house. Ecstatic Gamma Taus moved into the new sorority quarters on September 8, 1968, one day before formal rush began. Confusion wasn't far away. The housing wasn't completed yet, but who could wait?

A home all our own is quite a change from a lodge that has served faithfully since our founding in 1952. Commuting for a sorority function from the girls' dorm on the extreme opposite of the campus was a struggle, and stragglers poured in late every time.

We had to watch our steps at first. The carpets had just been laid and tiny black tacks lay everywhere. Extra bedding brought from home doubled as drapes, while we almost became Gurus from sitting on the floor—since there were no chairs! Not one complaint was heard, however, even though there were no bed frames for two weeks.

We felt the transition greatly. Homecoming 1968 brought our fourth straight win, but only by the all-out effort of the entire chapter. We feel the house is uniting our group even more in achieving a completely coherent working body, not a body with only a core of active people.

Theta's new home is part of seven separate

sorority living units—one for each of the seven national chapters located on Tulsa's campus. Total construction cost exceeded \$840,000. All seven annexes, built directly behind the existing lodges, have the same basic floor plan, but each was revised to meet specifications of individual sororities. The individual units blend with the lodges, both in interior and exterior appointments.

The university-planned housing is a great mark in administration-Greek relations. We had fluent coordination at the Panhellenic-University level. Pooling these resources, our new homes remained a joint effort. At times our imaginations ran wild in interior decorating schemes, but the University architect leveled a realistic hand and ultimately we were excited and pleased.

All annexes are constructed in the suite arrangement—a trend in modern dormitory living new to this area. Our two-story unit accommodates 32 sisters. Each suite contains three double bedrooms, a bathroom, a dressing room and a large hall closet.

Located in each suite are its own heating and cooling controls, a smoke detection and alarm system and an intercom. Private phones are available.

Both of the fully carpeted and draped floors have a lounge giving the girls the advantage of different entertainment in each. We have turned



Living room in the "old" lodge still is focus for fun for Tulsa Thetas who now can come "next-door" from the annex.

In high spirits because of new chapter house, Tulsa Thetas pretend hall to the new annex is "jumping off place," without meaning to jump! At left is sun deck for spring sunning.

our roof into a new sun deck for our enjoyment.

All the seven sorority units look like modern town houses. The Theta house is designed to be expanded and room for six to twelve girls can be easily added.

We are indeed grateful to alumnae help that went into this housing, especially to: Susanne McClaskey Miskell, House Corporation president; Virginia Powell Abernathy, who did the coordinating with the University; and Betty Price Wheeler, who chose decorating colors.

Chapter president Douy Swofford comments that the new housing is improving spirit and organization. All girls believe the new house affords a definite morale factor for the members as chapter communication and efficiency are twice as smooth and fast.

Douy also says, "We are determined this year to run the house, not let it run us. And no major catastrophies (*knock-on-wood!*) have happened. Nevertheless fraternity trends, scholarship, activities and sisterhood remain our 'foundation.' As Tulsa's Sorority of the Year for the past two years and recipient of the 1967-68 KKT Standards Cup, our chapter feels that 1968 brought us the greatest challenge of all—the opportunity to enrich a sisterhood under one roof."—SUSIE SNYDER, *Editor*.

For an outside view of Tulsa house—and some of the happy "inmates"—see back cover, this issue.



Alpha Phi—Newcomb

The Theta house at Sophie Newcomb College has this year taken on a new look. The renovation, begun in late June 1968, took over the upper part of the house, which had formerly been rented out. The two front rooms of the second floor were converted into a large meeting room walled with wood paneling. The meeting room has off-white draperies with a red Greek-key trim and matching red carpeting. In an Antique Shop in the French Quarter, ambitious chapter members found an antique library table which now serves as the president's table during meetings.

Downstairs a new front facade was realized: the removal of a large closet made possible the enlargement of the receiving room. Stained-

glass windows, a curved staircase and an imported Italian chandelier add much to the beauty of the room. Also, new furniture was purchased for the living room and the receiving hall. The Theta kitchen (out of which have come many delicious meals this year) was not to be left out and received a new coat of yellow paint, new curtains and several wall posters donated by chapter members.

The living room was also given new draperies (off-white with green Greek-key trim) and matching green carpeting. The final New Orleans touch was added to the house by a French Quarter painting by Jack Cooley, which hangs in the living room. Alpha Phi is extremely proud of its new house and extends a warm welcome to all Thetas who might be visiting in New Orleans.—MARTHA JANE ZIMMERMAN.

INJUSTICE SPURS THIS THETA ON

Whether it is an individual or a group to whom injustice has been done, Eleanor Raab Reid, Beta Eta, Pennsylvania, is likely to speak up with indignation. Soon after moving to Little Rock, Arkansas, she organized an effort to get a hearing for a woman doctor, dismissed without cause from the State Welfare Crippled Children's Division, and succeeded in having back pay restored. She lobbied in the Arkansas Legislature for reform of the Arkansas Merit System and helped preserve the job of one witness in an ESD Hatch Act hearing which resulted in a penalty against the agency. Currently she is chairman of a fund-raising committee to build a community center at College Station, an outlying community, largely Negro, with mostly low income and a high crime rate. She served as chairman of the College Station Headstart Program and has developed a plan for a model and demonstration school for disadvantaged children.

As one of five women on the EOA Board of Directors of 42, she has taken a vital role in developing plans and guiding policies for an active anti-poverty thrust in the County. Her appointment was made by a local official who did much to thwart her successful efforts to spearhead a movement to bring about election reforms in the state. That Arkansas has voting machines is due, to a great extent, to Eleanor Reid's work.

Long concerned about needs in education, she is now a member of the Arkansas delegation to the Education Commission of the States. Her survey of business men on "Does School Closing Affect Business?," made during the year Little Rock High Schools were closed by the then Governor Orval E. Faubus (1958-59), was written up in *Time* Magazine. With others she worked to reopen schools and to prevent the "purge" of 44 teachers labelled as "integrationists" by the Little Rock School Board. She is at present heading an AAUW study group on "Politics in Public Education."

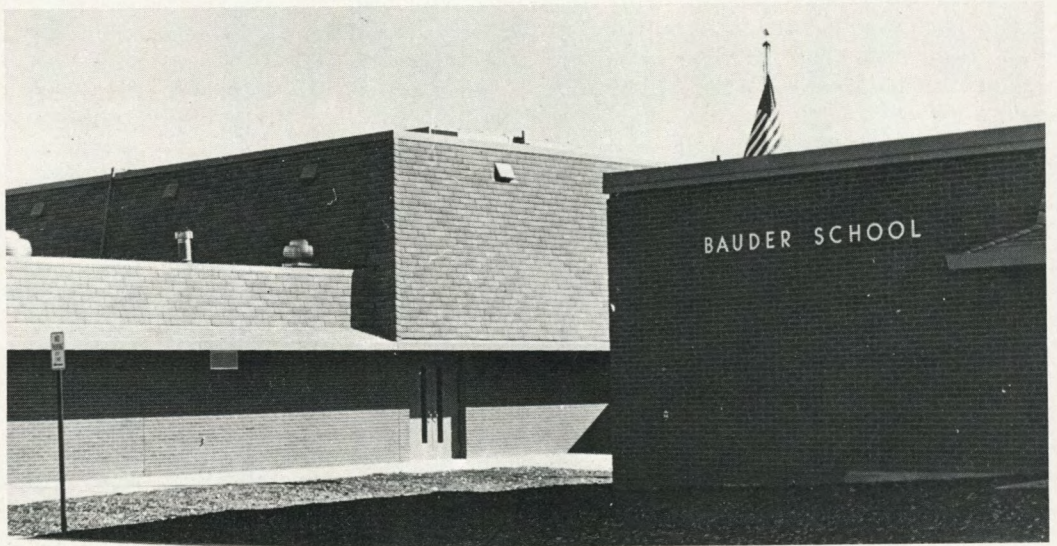
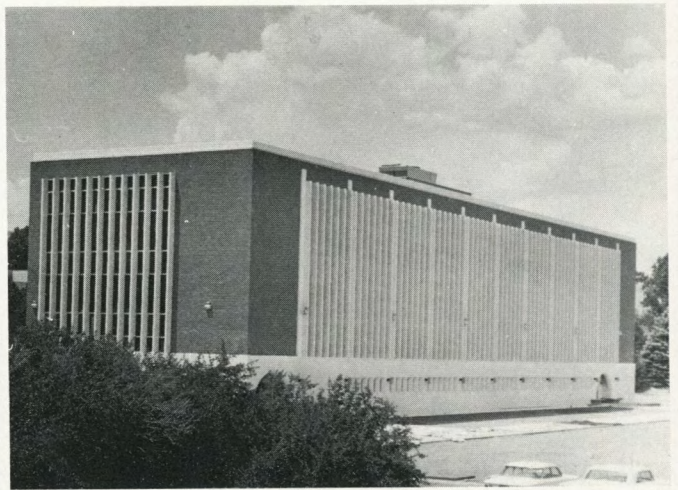
In addition to serving as president of the Lit-



tle Rock Branch of the AAUW, she has twice served as State Division legislative chairman. She is able to keep groups talking about controversial issues such as gun registration, abortion law reform and open housing. Newspapers pay attention to AAUW stands in Arkansas and it was Eleanor Reid who may have helped to defeat a legislator who was prompted to say, referring to AAUW opposition, "In our county we keep the women pregnant and barefoot." She was appointed by the Association president to serve on the Ad Hoc Committee on Legislative Program Procedures.

Senator J. William Fulbright labelled her a "Hatpin Hattie" when she introduced him to an unprecedented crowd of 350 at an AAUW luncheon.

Mental health needs of children are an especial concern. She has served on the state board of the Mental Health Association and as chairman of a local committee on Childhood Mental Illness. An Episcopalian, she formerly worked with Young Churchmen. For eight years she served as a Great Books discussion leader, and for five years on the Arkansas Arts Center board. She and her husband, vice-president of Baldwin Electronics, have a daughter, a son and a seven-year-old granddaughter.—ELLEN MITCHELL BECKER.



Buildings Named For Thetas

In Fort Collins, Colo., there is an elementary school which opened in September 1968 named after a Theta alumna. Bauder School is named in honor of Miss KATHARYN BAUDER, a Beta Gamma, Colorado State, Theta and graduate of Colorado State University.

Katharyn Bauder was music supervisor for the Fort Collins school system from 1925 until 1959. She instructed the two high school choirs, did counseling and was also responsible for the system's vocal music program. Recognition followed throughout the state because of her A Capella Choir and her efforts to improve the Colorado public school music program. She was active in organizing the Colorado Music Educators Assn., participated in state music activities and was given the "Community Builder of the Year" award because of her work in local activities. She is now retired.

Bauder School contains 13 classrooms, a kindergarten and two special education rooms. The special feature is its "pod" concept, which provides movable partitions for enlargement of rooms.—MABEL GORMLEY PREBLE.

A Theta teacher with 44-years tenure at the North Dakota State School of Science at Wahpeton, N.D., has been honored by having a new girls' dormitory named for her. She is DONNA FORKNER, a graduate of the University of North Dakota where she was a member of Theta's Alpha Pi chapter. She also has done graduate work at Columbia, the University of Washington and the University of Wisconsin. The residence hall is known as Forkner Hall.

At the State School of Science Donna Forkner held numerous positions before her retirement in 1962: head of the Home Ec Department, Home Ec instructor; and at various times an instructor in Latin, business, mathematics, economics, geography, physical education and adult classes. In this connection she is described as "a successful teacher who helped enrich the lives of many students by trying to direct them

toward personal happiness and toward extending their various talents into ways of helping others."

Donna Forkner is still active in Wahpeton community and church affairs, is generous with her skill as an organist and pianist.

The newest addition to the University of Nevada's Reno campus is the Effie Mona Mack Social Science Building. It was dedicated in July 1968 with Dr. Mack present.

At a cost of a million and a half dollars, the new structure provides offices, classrooms and teaching and research laboratories for hundreds of students of history, political science, psychology, sociology, anthropology and journalism. The building contains 54,000 square feet.

DR. EFFIE MONA MACK, charter member of Beta Mu chapter of Theta, was honored with the naming of the building for her outstanding contributions to education in Nevada. Dr. Mack attended the University of Nevada and then obtained her Ph. D. from the University of California at Berkeley. She started her educational career as principal of a small Nevada high school and continued in the Reno school system, subsequently becoming a faculty member at Nevada. Dr. Mack, a noted Nevada historian, has also lectured at Stanford University, Brigham Young University and the University of Utah.

Dr. Mack is the author of a number of works on Nevada history and government, some of which were included in the cornerstone urn.—LINDA YOUNG MADSEN

Not a new building, but a much loved one, is the dining hall at Pomona College which is named for MARY MCLEAN OLNEY, a Theta from Omega chapter at California-Berkeley. Daughter of one of the founders of Pomona, Mary McLean was an early dean of women there, in 1929 became a member of the Board of Trustees and served until 1949 when she became an honorary trustee. Her home in Berkeley was termed "a center for Pomona activities." She was also a leader in Bay Area affairs, served as national president of the YWCA (1911-1913). She died in 1965 at 92.

TOP: Mack Social Science Bldg., Univ. of Nevada. LEFT: Olney Dining Hall, Pomona College. MID-RIGHT: Forkner Residence Hall, ND State School of Science. BOTTOM: Bauder Elementary School, Fort Collins, Colo. Other Buildings Named For Thetas were written up in Spring 1962, 1965.



Honors For Two

Honors came in pairs to the Colorado Springs Alumnæ Club recently when two members received outstanding recognition. Barbara Neeley Yalich, (*left above*), Beta Omega, Colorado College, was elected president of the Association of Junior Leagues of America for a two-year term, 1968-70. At the same time Effa Mae Carlson Marker, (*right above*), Beta Gamma, Colorado State, was named Colorado's Outstanding Young Woman of the Year, 1968. Both have been active in the Theta alumnæ—Barbara as president, Effa Mae on the board of directors.

As president of the national Junior League, Barbara heads an organization of 214 chapters and 98,000 members with a purpose of training young women for voluntary service. As president of the Colorado Springs League and active on many of its committees, Barbara has participated in this type of service locally, and on the area level as Region X director, 1966-68.

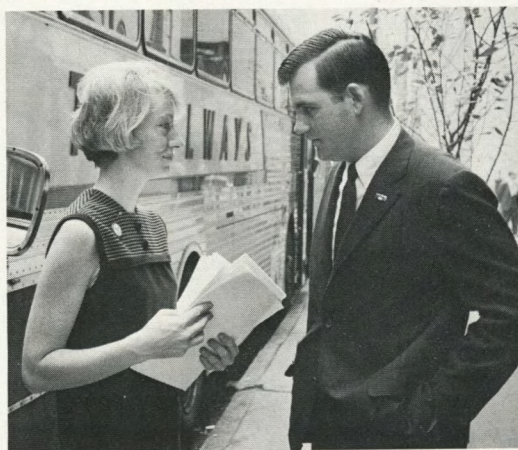
A piano teacher, Barbara has also been involved in Colorado Springs musical groups. Other activity has been in the Episcopal Church Women, and in day care, hospital and mental health organizations.

Effa Mae Carlson Marker, on the other hand, is more of an "outdoor girl," and her recognition came because of her work as a recreationist. She has been a Camp Fire Girls worker in the Colorado Springs area since 1960, went on the National Council in 1968, shares her skill at crafts with workshops for Boy and Girl Scouts as well as Camp Fire Girls. She has taught in various areas: substituting in the schools, as supervisor in a parks program, as counselor at Day Camp, and still has found time to work for and with the Senior Citizens group and in other areas.—MARJORIE COOPER CARRICO.

A New Nixon-ite

After criss-crossing the country some 50,000 miles with Nixon on the campaign trail, Susan Reincke, Gamma Upsilon, Miami, has settled down in a new job, still working, indirectly, for the same "boss," now President Richard M. Nixon. Her job is Congressional research, her immediate boss is Bryce Harlow, assistant to the President, and her office is next to Vice-President Agnew's and down the hall from the President's, in the West Wing of the White House.

This "president" bit is actually not too new to Sue, since she was president of her Theta chapter before her graduation from Miami in 1962, and her mother, Phyllis Moore Reincke, was president of *her* Theta chapter at Northwestern, prior to graduation in 1933. Sue majored in English at Miami, then went to secretarial school, and in 1964 landed a job in Washington, D.C., working in the legislative area for Donald Rumsfeld, congressman from her North Shore (Winnetka, Ill.) district. When the Nixon presidential campaign came along she went "on loan" to his staff, became secretary to Ron Ziegler, Nixon's traveling press secretary, with whom she is shown in the picture below. It was a hectic ten weeks during the campaign—18-hour days, suitcase living, a secretarial office in the forward cabin of the Boeing 727 jet named "Julie"—grinding out speeches, statements, miscellaneous propaganda and transcripts. But the day when Nixon came and sat beside her in the plane—that alone made it worth it—that, and now her job in the White House, just down the hall!





History Maker

Pretty Nancy De Graffenreid Sayers, Alpha Theta, Texas, made history when she took her place in January 1969 at her desk in the office of the Texas Employment Commission in Austin. She became therewith the first woman to serve on the Commission and one of the few to attain such heights in the state government.

Appointed by Governor John Connally, she represents the public on the three-member commission, the other two representing employers and workers, respectively. She serves as chairman, overseeing the Commission's work in operating and maintaining free public employment offices throughout Texas and coordinating the various federal and state programs.

Beneath Nancy's feminine coiffure is a head full of facts and know-how gleaned from years of association with politics. She has worked on the precinct level, also as a state Democratic executive committeewoman and was a delegate to the 1968 Democratic national convention. Her husband Scott, who died in 1968, was likewise active in politics, for five years was administrative assistant to Governor Connally.

Nancy's first days on the Commission job were complicated by her membership on the state inaugural committee with the responsibility for the decorations and arrangements for the six inaugural balls. She didn't mind, however. "I like to be busy," she said. "I'm not happy unless I'm doing a lot."

Her two teen-age sons thoroughly approve of their mother's new job since they are used over the years, to her always "doing a lot." From the *Austin American-Statesman*.

Medical Illustrator

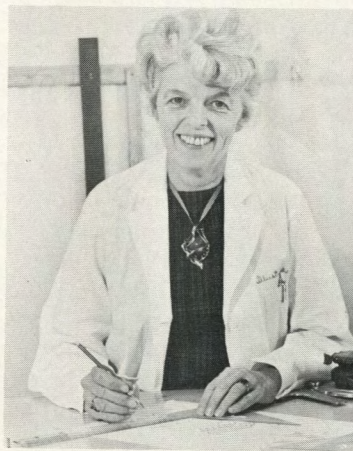
At the time of her graduation from the University of Oregon in 1935 with a B.S. in Art, Frances Helfirch Kemper, Alpha Xi, Oregon, was already interested in medical illustrating as a career. But she passed up graduate school (at Johns Hopkins, the only school at that time with graduate work in this specialized subject) and it was not until 25 years later that she returned to her alma mater, Oregon, in the field of her choice.

For nearly eight years now she has been working as a graphic artist in the Medical Illustration Department of the University of Oregon Medical School. She does pen and ink illustrations, charts and graphs for teaching purposes and medical journals. She also designs exhibits used during medical meetings, many of which are shown over the country.

Outside of her regular eight-hour daily schedule she does some free lance work. A recent project was illustrating a book for a surgeon, completed in January 1968 and entitled *Exploration of the Abdomen* by Dr. John Bassett. She also was instrumental in starting water color classes for Medical School personnel. In October 1968 Fran herself won one of two awards given at a water color show.

Fran's other work experience was right out of college when, employed in the lab of an allergist, she did microscopic pollen drawing.

Hers is a three-generation Theta family. Her mother was a Delta, Illinois, Theta, class of 1908. Her daughter, Robin Kemper Stark, is a Beta Epsilon, Oregon State, chapter member.—PEGGY SMITH MORRISON.



HELPING THE RURAL POOR

Poverty can occur anywhere but is often overlooked in one area—the rural area. Jane Murrin Kilgore, a Gwynedd, Pa., Theta, has committed herself to helping the poor man in Montgomery County, Pa. She joined the staff of the newly created Opportunity Board of Montgomery County in April 1968 as Rural Area Coordinator in a job to aid the ten percent of the county's families which are in need. The board finds farmers who no longer have farms to work and helps retrain them for other jobs so they can become self-supporting and self-respecting members of the community. "The program is a self-help one, not a give-away," stresses Jane.

Human services have always been a part of her life, at both volunteer and professional levels. After graduating from Ohio Wesleyan, where she was a Gamma deuteron Theta, Jane came east from her native Columbus, Ohio, to work for the Board of Christian Education of the Presbyterian Church in Philadelphia. She did some graduate work at Columbia University and Union Theological Seminary. After serving as a second vice-president and then as president of the Day Care Association of Montgomery County, she put her abilities to work at Norristown State Hospital in June 1967 as an admissions case worker.

Following in the footsteps of her mother, also a Theta, Alpha Tau, Cincinnati, active in both Theta and social work in Columbus, Ohio, Jane was active in the Philadelphia Alumnæ Chapter heading the Town and Country group.

Jane and her husband, Dick, are parents of two daughters and a son, ages four to nine. Jane still finds time to sew and bake, two of her favorite hobbies.—MARY FROMHART FRANKS.

A FIRST IN HONOLULU

Mary Shannon George, Alpha Lambda, Washington-Seattle, is the first woman in history elected to Honolulu's City Council. Ask any politician who savvies the odds against a woman from the mainland being elected anything in Hawaii. He'll tell you Mary George's batting average qualifies her for the politicians' Hall of Fame!

The University of Washington Phi Beta Kappa member credits her win to women. As two-term president of Honolulu's League of Women Voters, she campaigned for a state commission on ethics and a constitutional convention. Her reward was a slot as the solo woman—and vice-chairman—on Hawaii's first State Commission on Ethics and a new state constitution which the National Municipal League rates the finest in the nation.

Mary George is particularly proud of what Hawaii's Citizens Committee on a Constitutional Convention (which she co-founded) accomplished. She notes, "The voters approved 22 of the 23 changes recommended." They failed only to lower Hawaii's 20-year-old voting age to the suggested 18. But there now is no English or Hawaiian literacy requirement. A man who speaks Chinese or Japanese doesn't suffer from not reading the "right language." Legislators got salary raises and released felons got their franchises back without gubernatorial pardons.

Despite these and other progressive points now in Hawaii's constitution, it remains one of the shortest in the nation.

Mrs. George started her council job on January 2, 1969, where she is one of only two Republicans on a nine-man council, working under both a Democratic governor and mayor. But she is optimistic about opportunities for teamwork. She says, "There aren't many municipal problems which are partisan. Is there such a thing as a Republican park or a Democratic streetsweeper?"

A former graduate student at both Columbia and the University of Michigan, also a sometime writer, editor and public relations expert, this is her first foray into politics. She relishes the challenge, because, "within the next few years the crucial decisions will be made . . . for the future growth of the Islands."—Adapted from the *Seattle Post-Intelligencer*.

P.S. Mary Shannon George is Theta daughter of Agnes Lovejoy Shannon, Alpha Lambda.

Miss Wool Of America—Mary Smiley, Colorado



THETA
QUEENS

Miss America Contest
Miss New York
Patricia Joy Burmeister, Indiana



Cherry Blossom Festival Princess
State of Indiana
Pamela Sue Highlen, Purdue



Miss Spokane
1968
Genie Lynn Ellis, Washington State



College Queen
State of North Dakota
Joyce Edith Johnson, North Dakota State



Queen of Stewardesses Competition
Caracas, Venezuela
Diane Loppnow, Denison

Fasching (Carnival) Princess
Village of Altenglan, Germany
Mary Eleanor Glass Ruffner, SMU



Miss C&S Atlanta
C&S National Bank of Georgia
Rosalyn McKoy, Georgia



CENTENNIAL

Kappa Alpha Theta is approaching her most meaningful milestone. In 1970, our fraternity will celebrate its one hundredth birthday.

Higher education for women has established itself as an integral part of American life in this century. We know Kappa Alpha Theta has played an impressive role in encouraging excellence in scholarship with a broad foundation of leadership, good citizenship, close sisterhood.

During the coming months, members of Grand Council, a special Centennial Committee, the Kappa Alpha Theta Foundation, an honorary committee of past presidents and the former executive-secretary, and many dedicated individuals will be melding thoughts, ideals, efforts to make the Celebration lastingly memorable.

For complete success, every Theta's enthusiasm, devotion is imperative. Put these dates on your calendar:

January 24, 1970

Founders' Day Luncheon, Indianapolis
(Grand Council will attend all the Indiana functions)

January 25, 1970

Commemorative Celebration, Greencastle
First, a service commemorating how our four founders first displayed their Theta pins to a startled DePauw student body; next, a reception in the Union Building.

January 27, 1970

Founders' Honorial—at the four graves

Spring 1970

Nation-Wide Theta Tree-Planting
Kite-Flying for Collegiates

June 13-18, 1970

Grand Convention, Hotel Del Coronado, San Diego, Calif.

A Year To Remember



For 1970— A Living Tribute to Theta's Founders

LINK, the Kappa Alpha Theta Foundation, joins with the Fraternity in looking toward 1970, the 100th birthday of Kappa Alpha Theta.



The same ideals of the four young women who founded Kappa Alpha Theta Fraternity in 1870 provided the incentive for the establishment in 1961 of the Kappa Alpha Theta Foundation as an agency through which the thousands of members of the Fraternity could most effectively continue and expand the programs of scholarship and philanthropy. It offers an opportunity for each Theta personally to invest in the future through the education of the gifted, the needy and the handicapped.

To answer an urgent need for scholarships for undergraduate Thetas, the Founders Memorial Scholarship Fund was begun in 1964. This fund

Thetas everywhere are urged to share in this 100th birthday celebration by joining LINK. Many Theta readers of Kappa Alpha Theta Magazine have already been generous. If *you* have not joined LINK or have not renewed your membership, send this coupon today with your check for the year 1968-69 . . . it will have time to grow a little in value before 1970 when the first scholarships will be awarded.



A VERY RARE PERSON

by **Willa Mae Wright**
Institute of Logopedics



LINK

"What is rare, special and hard to find?" The Institute of Logopedics in Wichita, Kansas has an answer to this riddle. It's a housemother, they say. Children are taught to feed and clothe themselves in the Kappa Alpha Theta Therapy Department; the housemothers carry over the training into the home in the Theta Court and other living quarters.

The Institute's model residential department, which houses approximately 200 children, is the largest in the world for the communicatively handicapped. This little "City Within a City" has 40 four-plexes or 160 two-bedroom apartments where children live who are in training to gain their rightful heritage of speech through the total habilitative program available in the Clinic Buildings at the end of the Mall. The children who live in this city come from all states and many foreign countries. One in 20 have this hard road to travel to communication and the parents of such a child usually can pay, on an average, only one-fourth of the cost of the journey. The "lady of the house" in each of these apartments is a "housemother."

One, two, and never over three children are placed in the care of each housemother, who then has the responsibilities of a "substitute" mother. She orders her groceries and cooks for her little family. She keeps their personal clothes clean and mended and she decorates her apartment in a pleasing manner. She may bring her own furniture if she so desires or she may prefer to use the furnishings already in the apartment and add her own special pieces.

What makes a housemother so rare and special is her place on the habilitative team. She observes her children's individual training programs and carries the training received in the clinic over into the home situation. She also adds skilled loving care.

Who are the housemothers and where do they come from? There are no age limits, no particular educational requirements. They have one thing in common—a deep and sincere desire to perform meaningful service to mankind and a deep-rooted love for children.

Although a housemother receives room and board and a small salary, her real compensation comes in abundance when a child in her care learns to talk, to feed and clothe himself and gains in emotional maturity so that he may return home better equipped to live in the world. It comes when a letter is received from a young adult telling of his achievements in the world—an adult who was once "my baby." It comes from "being there" when a child finally conquers his handicap and says his first word.

Men are not excluded. A number of husbands and wives become houseparents and when this happens, the little family is twice blessed.

The Institute Residential Director, Mrs. Virginia Osborn, says "You can recognize this rare and special person, the Institute housemother, because she has a heart big enough to encompass many children."

For more about the Institute of Logopedics, see front cover and first page of this issue.—EDITOR.

Guess Who?



Guess who is just as interested in the Institute of Logopedics as is Kappa Alpha Theta! Fred Waring, that's who, famous band leader and Theta father, also donor of the organ in the Institute's chapel. Recently he paid a surprise visit to the Institute, with his Pennsylvanians entertained the children and took time to talk to many of them personally, too.

HOW WE GROW

by **Virginia Speidel Edwards**

Grand President 1964-68

This article was commissioned by Grand Council so that Thetas may understand better the fraternity's extension procedure.

◆ The whole equals the sum of its parts.

"From the very beginning, continuous growth has been a central theme of Kappa Alpha Theta as an organization, just as growth is the fraternity's goal for its individual members. Vigorous, firmly founded new chapters, regularly added, coupled with an alert and dynamic implementation of the fraternity idea in step with changing educational patterns, have enabled Kappa Alpha Theta to achieve its position of eminence among Panhellenic groups." So begins the chapter on extension in the 1958 Survey of the Fraternity. It proceeds to state that while the fraternity has been essentially conservative in its extension policy, it has made sound progress in new chapter establishment throughout its history. In the 99 years since its founding Kappa Alpha Theta has granted charters to college chapters on 107 campuses. Of these 94 chapters are active in early 1969.

Kappa Alpha Theta has been and continues to be in the fortunate position of being sought by college administrations and local groups to establish new chapters. Approximately 30 to 50 inquiries are regularly received each year seeking to determine the fraternity's interest in particular campuses.

Kappa Alpha Theta restricts its undergraduate chapters to four-year colleges or universities and a primary requirement is that any extension shall operate to maintain the chapter standards of the fraternity and its present high repute. As early as the fourth Grand Convention in 1879 it was specified that new branches should be sought "only in colleges equal in breadth of culture, extent of courses and numbers of students to those where chapters now exist."

There are two methods by which Kappa Alpha Theta establishes new college chapters. The first is by grant of a charter to an existing local group, the second is by colonization of a

completely new chapter where none was before.

Once approved, the first method requires little more than formal installation and training of the new chapter and the initiation of the undergraduate and alumnae members of the group. The members, and often the physical facilities, are at hand. Colonization, however, requires the building of a new chapter from the ground up. Undergraduate members of the fraternity from other chapters must be found to transfer to the new campus to serve as "colonizers" and form the nucleus of the group. Their expenses must be paid, prospective members attracted and appropriate facilities obtained. Colonization is not only more costly but requires more planning and a larger expenditure of time and effort in order to be successful. However, in recent years, colonization has come to be the more important method of new chapter formation since the number of schools with established locals ready for affiliation is limited.

The 1958 Survey has influenced extension of the last decade in two important ways. First, in January 1958 a special extension committee was

Where, When, Why Of Extension

Here is the way Theta's extension works:

First, in order to establish a chapter, Theta must be invited to a campus.

Second, a campus must meet the standards of other campuses where Theta is.

Third, there must be ample time—not more than three installations in a two-year period—and ample womanpower to do the work, meaning enough alumnae help, colonizers at hand and Grand Council not too burdened.

Fourth, finances are a serious consideration, mainly in the area of housing. All chapters pay for their own housing over a period of years, but new chapters have no alumnae to give gifts and financing must be planned with vision.

Based on these premises, Theta extension moves ahead proudly and successfully, extending the privilege of sisterhood to others.

appointed by Mrs. H. Earl Munz, grand president at that time, to carry out the recommendations made in the Survey. This committee, chaired by Mrs. D. Bligh Grasett, was formed specifically for the following purposes: (1) To set extension policies for approval by Grand Council (2) To recommend a yearly extension budget (3) To recommend fields of extension for a five year period. The recommendations of this committee have been a guide.

Second, as a result of the recommendations of the Survey, Grand Council, as the most knowledgeable and unbiased body, determines by unanimous vote where chapters shall be established. Such a decision is based on quality of the schools, attitude of the administration, number of alumnae in the area, housing requirements, Panhellenic statistics, quality of the student body.

Before a decision is made the executive secretary visits the campus.

After the decision, it becomes the responsibility of the college committee of Grand Council to prepare the local for transition to a national fraternity or to establish a colony. The Council member then visits the campus, sets up an Advisory Board and a House Corporation. Colonizers, preferably two, are chosen. In colonization the usual procedure is for the district and national officers with the help of traveling secretaries, colonizers, and sometimes a nearby chapter, and local alumnae to interview interested students.

A normal pledge period ensues and installation takes place some months later.

It takes at least five years and often ten to build a strong chapter. During that time close attention is given to the chapter and, if needed, an experienced member from another chapter is sent by the fraternity for a year or two.

Experience illustrates that the fraternity can establish and sustain no more than three chapters in a two-year period. Sometimes a desirable field of extension appears at a time when there are already commitments or when the cost of housing is prohibitive. The fraternity then asks that they be notified the next time a chapter is needed on the campus.

Through the years it sometimes appears that the fraternity has been presented with a choice between two routes of expansion. The first is to continue to grow in an area where the fraternity is well known and well established and where

extension is relatively simple; the second is to establish a new chapter in regions where the fraternity is least represented, where there are few chapters and few alumnae. The 1958 Survey calls this situation a double-edged eagle. A careful study of extensions over a long period of time shows that the fraternity has in reality not confined itself to any particular geographic philosophy—for indeed any such would be too binding—but has extended to those campuses where they are welcome and wanted and where there is an opportunity for strong fraternity growth.

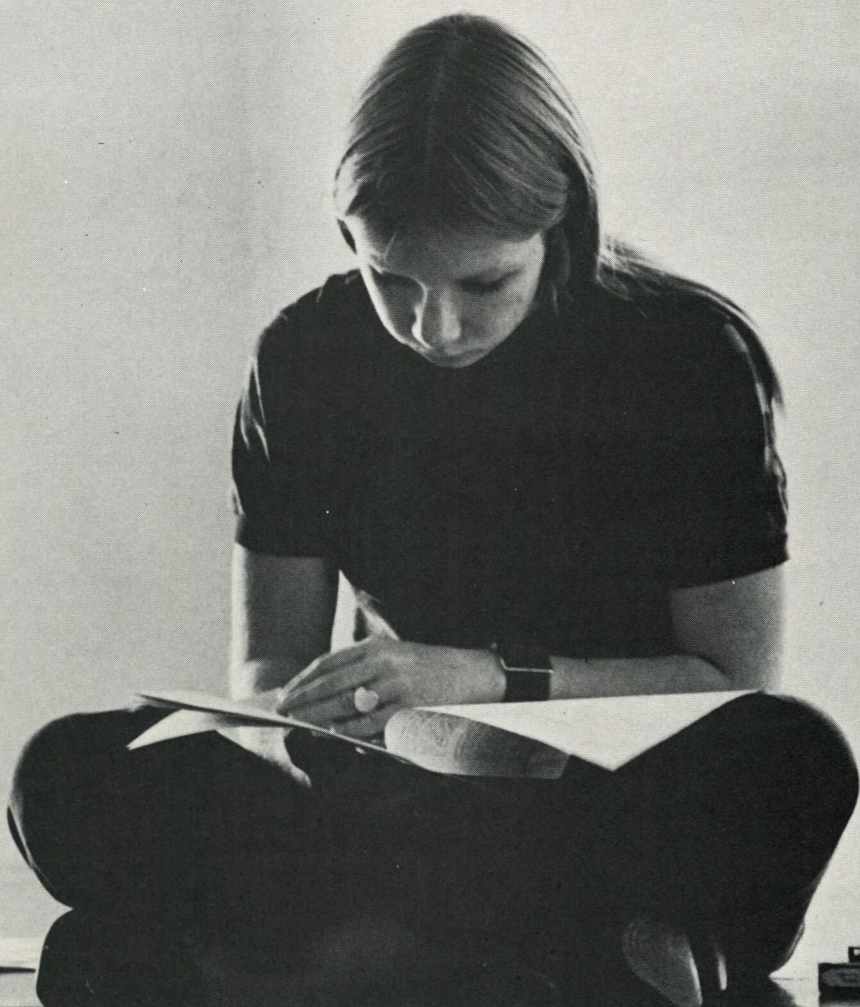
To recapitulate, it is desirable that all fraternity members understand the mechanics and the problems of fraternity growth. *First*, in order to establish a new chapter the fraternity must be invited to a campus. *Second*, the campus must meet the standards of other campuses where Kappa Alpha Theta has chapters.

Third, there must be ample time and ample manpower to do the necessary work. Again, this means that new chapters can only be established at a certain rate (preferably not more than three in a two-year period), that there must be sufficient devoted alumnae who are willing to give of their time and experience, that colonizers must be available, that Council members are not too burdened with other duties.

Fourth, finances are a serious consideration. The cost of colonizers and of installation is considerable, but the cost of housing is a major concern. If other fraternal groups on the campus are housed, Kappa Alpha Theta has to have comparable housing. Land in college towns has skyrocketed in cost and building costs are very high. All chapters pay for their own housing over a period of years, but new chapters have no alumnae to give gifts and all financing must be planned with vision.

As we look to the past it is plainly visible that the extension policies of the fraternity have been sound and have resulted in strong chapters. As we look to the future it is equally apparent that successful extension must be planned over a period of years and that the understanding and help of our present college chapters and the devotion of alumnae are essential needs.

Arthur Priest says in his Fraternity Creed, "I believe in the college fraternity, maker of men and women." Extension activates this belief, extending sisterhood to others.



Photo, Courtesy Allegheny College

Education For Tomorrow

MARGARET MEAD has stated that the most vivid truth of the age is that no one will live all of his life in the world in which he was born. She has further stated that we are now at a point where we must educate people in what nobody knew yesterday, and prepare in our schools for what no one knows yet but what some people must know tomorrow. In the following pages the Theta Magazine explores how colleges are adapting to educational needs of today while planning and working to meet the challenges of education for tomorrow.

EDUCATION FOR TOMORROW

Emphasis: The Individual

With college enrollment currently at something over 6,000,000 students—an all-time high—what is happening to the individual? Is he being swallowed up in the vastness of the new multiversity? Fortunately not, at least at those schools which are pioneering in the cluster concept.

The idea of the cluster was described by the University of the Pacific in the phrase "(We) grow larger by growing smaller." Thus, within the framework of large institutions, educational communities (clusters) are being set up which are small enough to make it possible for students to be treated as individuals and for students and faculty to work closely together. As for size, the small units of students involved vary in numbers according to the schools with which they are associated. The upper limit is probably 1,000-1,200; the lower limit something around 200.

There are many more schools involved in clusters than those mentioned in the accompanying article, including these universities where Kappa Alpha Theta has chapters: Florida State, Kentucky, Massachusetts, Michigan, North Carolina, Ohio State, among others.

Colleges Within the College

To those who attended college before the sixties, the word "cluster" is most often thought of in connection with clusters of things like grapes, or houses. However, education has made it the label for an important new concept—cluster colleges on university campuses. The reason? To try to secure in one operation the advantages of the large campus with its great libraries, star teachers, topnotch research facilities and the counter advantages of the small campus with its warmth in personal relationships.

A cluster of colleges is not to be confused with a conventional university which is made up of various schools. The colleges in the cluster are undergraduate liberal arts institutions, each with its own special focus.

Patterning its ideas on the Oxford-Cambridge tradition, the University of the Pacific claims to have pioneered the cluster college concept in America. Private, coeducational and residential, the University has a current enrollment of some 3,200 students, most of whom are in the College of the Pacific, a liberal arts college with a traditional curriculum. In addition, the University now has three cluster colleges. Raymond College was opened in 1962 offering a seminar-tutorial liberal arts curriculum leading to the B.A. degree in three years. Elbert Covell College, thought to be the first Spanish-speaking college in North America, opened in 1963 with a program in inter-American studies. Callison College was established in 1967. Its emphasis is on non-western civilization, featuring a sophomore year spent on an Asian or African campus.

Each of these cluster colleges is limited to 250 students, has a faculty of 20. The University is centrally administered and all facilities are used by its four colleges. Each, however, has its own faculty, dormitories, classroom buildings and a distinct curriculum.

Another university which early began to look into ways to personalize its student body was Michigan State with its enrollment of at least 38,000 half of whom are lodged in university housing. An important innovation has been the creation of coeducational "living-learning" units as separate and distinct from traditional

dormitories. Living-learning units contain classrooms, laboratories, meeting rooms or auditoriums, faculty offices and conference rooms, and branch libraries. Thus, during his freshman and sophomore years a student can take half or more of his classes in his residence hall.

In addition, with the establishment of the Justin S. Morrill College, Michigan State began promoting the "college within a college" approach. Morrill, which opened in 1965 with 200 freshman men, 200 women, accents the humanities, the social sciences and the sciences. The second unit in the cluster was Lyman J. Briggs College, offering a broad liberal education in biological and physical sciences and mathematics for some 220 students all living in one coeducational living-learning unit. The third college, named Madison College after the U. S. president, was opened in 1967 and offers a program in public policy sciences.

With the establishment of its Centennial College in 1966, the University of Kansas joined those schools adopting the cluster idea, now has added four more such colleges. Freshmen entering the College of Liberal Arts and Sciences choose their own living arrangements and based on this become a part of one of the five colleges. They study with and go to most classes with those they live with through their sophomore year, then move on to a professional school or major department. The program started with a residential program for 225 men and 225 women in Centennial College, in its final form covers 800-900 freshmen and sophomores in each administrative unit and allows participation (in four of the colleges) of students in scholarship halls, fraternities and sororities, apartments, and Lawrence (Kans.) homes, where the University is located.

An experimental program at Indiana University is known as the Foster Project. Students live in the same residence hall, take up to three classes together, and meet periodically with their professors during meals or at other informal sessions in the residence center.

Thus, the fight to prevent the student being swallowed up by the so-called multiversities goes on. Those who are fighting feel the outlook is bright. Says a spokesman at the University of Kansas about the students in their program: "They're talking—to each other, to their teachers and advisors and they're talking about studies. . . We have high hopes for our plan."



Photo: Courtesy Michigan State Univ.

A cluster college often has its own small basic library, convenient and helpful for student research. Shown here is the French reading room, Morrill College, Michigan State.

EDUCATION FOR TOMORROW

Pass-Fail

Oh, the joy of being able to take a course without having to worry about the grade! To study and explore and *learn*, and then be judged only whether you pass or fail!

The preceding pass-fail concept seems to many to be an important move necessary to relieve pressures, equalize opportunities and make study more meaningful on college campuses today. Thus, the adoption of pass-fail in grading is becoming increasingly prevalent.

Not many schools, however, have adopted it throughout their curriculum. Two who have are Yale and Simmons. Yale was the nation's first major university to abandon specific grading for undergraduate courses. Simmons College, Boston, Mass., with 1,300 students, in adopting an Honors-Pass-Fail system in 1968, became the first women's school under the program.

Others have made it available only to freshmen. Cal Tech was the first major school to eliminate freshman grades.

By far the most popular idea at the moment seems to be to allow students of all classes to choose a certain number of pass-fail hours, these usually excluding required courses and work being carried on toward a major. The University of Illinois adopted an experimental pass-fail program in 1967. "Under this option, 18 semester hours (are) applicable toward a degree . . . but are not counted toward the grade-point average." It is believed that with this leeway many students who would normally by-pass elective courses with "tough" instructors or subject matter will find the pressure off and the opportunity for learning wide. Or, a high-ranking science student, for example, can take a music course, enjoy it, and not worry about ruining his grade-average.

The variations in the way this is handled by different schools are legion. Some, like Emory University, give Satisfactory and Unsatisfactory (S/U) "grades"—and limit a student to 15 quarter hours of electives. DePauw University allows juniors and seniors to carry one elective subject per semester at pass-fail. The University of Minnesota says that one-fourth of a student's credits may be pass-fail.

There is also a limited movement to abolish

What's Wrong With an "A"?

What is wrong with the traditional grading system of A, B, C, D, E? Plenty, say many who believe that detrimental overemphasis on grades may cause the following:

- 1) In the effort to secure "A's" sometimes a student will resort to cheating.
- 2) Students tend to revere the grade more than the learning involved.
- 3) Pressures, tensions, apprehension are created by the so-called "grade syndrome."
- 4) The grading system penalizes the slow learner, late bloomer, average student.
- 5) Grades are not always dependable, since they mean different things to different teachers.
- 6) Pressures from grading on the curve are unreasonably severe.
- 7) Is it fair to make so much depend on grades, when grades only measure student success in a particular course, are not an ultimate or sure measure of adult success? (The story is: *The "A" student works for the "B" student, who is office manager for the "C" student—who owns the company.*)

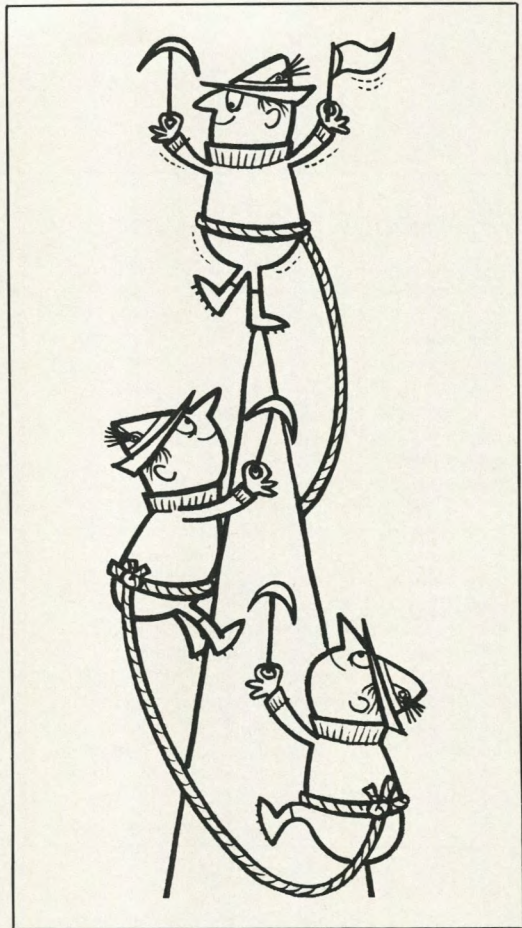
class ranking of students, this having been sparked somewhat by Selective Service using rank as an index for draft deferment. However, the feeling on class rank extends beyond this, is held by some to be "inimical to the pursuit of knowledge." Columbia University and Haverford have pioneered in abolishing class rank.

Predictably enough, students are more favorable to the elimination of grades than the faculty. Says Dean Edward A. Holmes, Jr., assistant dean of the college at Emory, "This difference in attitudes . . . may be partly the result of the cynicism of the faculty and the idealism of the students." Emory reports that some teachers fear the system may be in danger of becoming a "no-work, no-effort affair." A survey at Wellesley College, however, showed that the majority of college students attended a pass-fail class as often as other courses, participated as much in class, felt as much "involved," did as much required work (though not as much recommended work), had less anxiety on exams and generally "enjoyed" the course more than if it had been taken for a grade.

One fly in the ointment is a problem with graduate schools which still expect grades and/or class rank on which to base admissions. Simmons, which feels that teacher "evaluations" will have to take the place of grades, queried some graduate schools as to how they will regard Simmons' students. Most expressed dismay at the change of procedures involved, but most also expressed willingness to adapt to the newer trends. Raymond College, a cluster college at the University of the Pacific (*see page 34*) uses another method. Students receive only pass-fail grades, but letter grades go on the record books for use for graduate study or transfer as needed.

Perhaps graduate schools should not worry too soon. Most of these programs involving de-emphasis on grades are regarded by the participating schools as experimental and many of them are conducting studies to determine the results. One student at Simmons had this criticism: "I believe the pass-fail system is opposed to human nature. People want to be rewarded for what they accomplish." Others argue that grades provide motivation.

Others say, however, that pass-fail puts the responsibility of getting the most out of her education squarely on the student, "which is where it belongs in a mature atmosphere."



The scramble to the heights for an "A" can be traumatic. So say those who believe in pass-fail and deplore the competition and tensions of the traditional grading system.

EDUCATION FOR TOMORROW

Independent Study

Required courses which often seem to have little relevance to life or to a student's basic interests have long been a bane of college work. Now, many entering freshmen take comprehensive exams on material previously covered in high school, pass with flying colors, and race along without being encumbered.

Ask educators and others: Can this same idea be applied more extensively by dropping many heretofore required "core" courses, allowing students to direct their own study while more or less limiting it to what they are *truly* interested in?

Numbers of so-called independent study programs, with or without field work, are being established with this in mind.

An example of one type of independent study where students work more or less alone is a Ford Foundation financed program started in 1965 at Allegheny College, Colorado College, Lake Forest College. As the program ends with graduation in 1969 it will be evaluated for its successes and failures. Allegheny has already adapted and altered it somewhat in a project started this past fall called Individualized Curriculum for Independent Study.

Under the Ford Plan, 25 "highly motivated" freshman students were selected at each school to participate in independent study with no required courses, no credit hours and no grades.

Guidance is provided by "tutors" or advisers—faculty members assigned for frequent personal conferences, evaluation, assistance and counsel. Preliminary reports already indicate that highly motivated students with self-discipline can make excellent use of this type of independent study; others, without discipline, do not fare so well. Also, work in the physical sciences, requiring extensive laboratory work and a solid foundation in regular course work, does not adapt itself to the program as well as work in the fields of the social sciences and the humanities.

A second type of independent study involving numbers of students, or sometimes in a small school the whole student body, is also being experimented with. Used for this is often a shorter term, a midwinter period in which

The Security To Be Insecure

Here is what one student, working alone in an independent study program, had to say about it: The strongest aspect of the program is its flexibility. The lack of clearly defined goals forces the student to search for goals of his own which fit the framework of a liberal arts education. Because of the element of creativity, which the student may employ in designing a curriculum, education becomes more than a classroom experience; it becomes an intensely personal search for some sort of "ultimate reality." This search may begin in the theatre, on the tennis courts or even in The Grill, but it does begin. This is not to say that the independent study student is a philosophical seeker of reality. Rather, it suggests that this student has been given the security to be insecure. He has the time to ask big questions and the sanction to discover what those questions should be. In fact, those questions are part of his curriculum and his questioning is not likely to be postponed because of his having to study for a quiz in the morning.

classes are suspended (note the "minisemesters" described in the shortie letters, pages 47 and following, this magazine).

Colgate University has what is called the January Special Studies Period. A few years ago one group of Colgate undergraduates went to the Island of Jamaica for the month of January to study tropical biology at the Caribbean Biological Center. Bluffton College (Ohio) has a midwinter program when for three and a half weeks between semesters the whole campus studies one issue. A recent topic was "The City."

A third form of independent study is combined with field work. Antioch and Bennington Colleges have long been known for programs of this type. A newer example has come into being at Beloit College with its Beloit Plan. A school year of three 15-week terms is participated in by students no longer designated by classes but as Underclassmen, Middleclassmen and Upperclassmen. A student spends his first three terms and his last three terms on campus, in his first year participating with other members of his class in a common course on great ideas and issues of mankind, and in his fourth year in a common course in contemporary issues along with concentrated work in his major field.

The other five terms of the four-year program are the Middleclass period and are described as "a time of high adventure." Two of the terms are free for vacation, while two must be spent earning college credit, either at Beloit or off-campus, perhaps at Argonne Laboratory or in Washington, D.C. or at an overseas university. The fifth term is earmarked for a field study-work experience, really a form of independent study, carefully arranged by Beloit's Field Placement staff. Students have worked variously with the U. S. Food and Drug Administration, at the National Institutes of Health, with the Frontier Nursing Service, in museums, probation offices, and in the jobs of deck hand on a sailing vessel and of camp aide on a scientific expedition to the Antarctic. Closer to the campus, a 1968 graduate and several anthropology majors received independent study credit for an excavation of a prehistoric Indian burial mound near Beloit. (*For information on what Thetas are doing in The Beloit Plan, see Letters.*)

Whatever the means used to carry on independent study, its goal is to promote the ideal of self-education, a lifetime benefit.

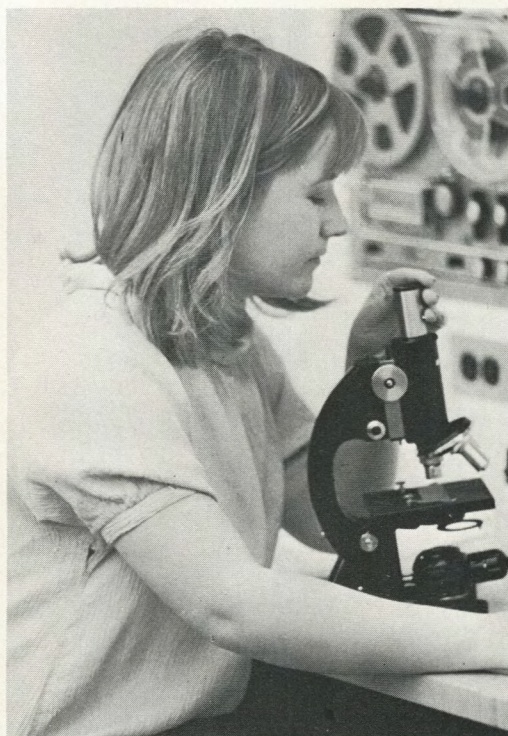


Photo: Courtesy Beloit College

Independent study always means close contact with faculty "tutors" and advisers who guide with a "light hand." Shown here is a student working on her biology project as directed by her tutor in some taped instructions on a tape recorder.

EDUCATION FOR TOMORROW

The Junior College

The image of the American university is changing so rapidly that the students who sauntered across tree-shaded, quiet paths among the ivy-covered halls of the early colleges, would scarcely recognize college if they saw it today. Certainly they would hardly be able to reconcile their ideas of college with a gleaming glass and steel building wedged in between modern office buildings on a traffic-filled street in the heart of a city. Yet this picture (and others, such as spanking new buildings on a multi-million dollar campus) represents one of the most challenging developments in today's educational scene, one which is changing the patterns of college attendance in all parts of the country—the growth of community junior colleges.

As nearly everyone knows, a junior college is a two-year college. Today these colleges are serving more than 1,500,000 students and it is not hard to understand why they are proliferating. They are meeting a real need.

If there were no other arguments for junior colleges, the financial one should be enough. With on-campus costs going up and up, the students who can live at home and enjoy the small costs (sometimes no tuition) at the community junior college, is distinctly benefited. However, there are other advantages.

With academic standards likewise going up, nowadays not everyone can get into the college-of-his choice. Community junior colleges are open to all. A student who applies himself diligently in a junior college, most of which are accredited like other educational institutions, should have little difficulty on-campus in his junior year.

Likewise, the multiversity is helped by the junior college. Universities, routinely overcrowded nowadays with dormitory space often at a premium, are being relieved of some of the pressures inherent in too many freshmen wanting to enroll as community junior college students either live at home or provide their own living arrangements.

Then, what about continuing education—perhaps for mother, who decides to go back to work after two decades of marriage, or for father, who thinks he's getting rusty in his job,

Open-Door School

Those who founded the first publicly supported junior college in Joliet, Ill. in 1901 could scarcely have realized how important a movement they were starting. In fact the start was slow. Eight private junior colleges were already in existence with an enrollment of 100. Over the next 50 years the total of such colleges slowly grew to 597. Hardly anyone would have predicted then that in the next fifteen years (1952-67) 200 more would be added—so that as of today at least 50 new junior colleges are being founded yearly. This rate is expected to continue. Take the state of Illinois. In 1968 six new colleges came into being there. In addition, the state's 33 junior colleges showed a 26% gain in enrollment in 1968 over 1967. It is also estimated that in California, 80% of the state's freshman and sophomore students attend junior colleges (tuition is free) and the enrollment is expected to double by 1975. On the national scene the figures show that one out of every three students is starting his college education in a junior college.

could use a little brushing up? Either one or both can try themselves out in a limited way at a junior college and move on later to greater challenges if they feel like doing so.

Junior colleges are open day and night and their programs can be adapted equally to the average student, used to going to school during the day, or to someone who has a full or part-time job who wants evening classes. At most colleges these degrees are offered; Associate in Arts (A.A.), Associate in Science (A.S.) or Associate in Applied Science (A.A.S.) for a transfer or general education program. A certificate is given for an occupational program. This latter provides in two years, or sometimes less, training for specific semi-professional and technical jobs.

Besides all this, the junior college's varied and extensive curriculum makes adult education courses available in great numbers.

Since about 85% of students in junior college are those attending the tax-supported, public community college to which much of this article refers, many tend to think that these *are* the junior colleges, period. Not so. According to the literature of the American Association of Junior Colleges, "The junior college is not one type of institution with one purpose but a variety of institutions with many purposes" (some of which house out-of-town students in conventional dorms). "It may be a private institution for women, the extension center of a large university, a multi-campus city institution, a church-oriented institution or a comprehensive two-year college called a community junior college."

Whatever the base of their support or the nature of their program, junior colleges all share the same purpose, again according to the Association of Junior Colleges. They say, "The 'individual' is the key word to junior college growth and development." Likewise, "Masterful classroom instruction is a major institutional objective. Faculty . . . are expected to put good teaching ahead of other possible activities."

At its very least, the junior college program is meeting the needs of many who would not have otherwise been able to attend college at all. It also attracts some who want to avoid the impersonality of the multiversity for a year or two, or the less mature, not yet ready to compete on the university level. At its very best the junior college is seen by some as "bringing higher education within the reach of *everyone*."



The public community college is a commuters' school not limited by dormitory space as is the regular college, but limited at times by how much parking space can be provided!

EDUCATION FOR TOMORROW

Some Late News and Views

It is predicted that by 1980 our higher institutions will enroll 12,000,000 students, over twice the present 6,700,000. It is predicted that some 45,000 to 50,000 will receive doctorates in 1980, compared to 18,000 in 1967.

In Campus 1980, a recently issued book which presents the views and forecasts of 16 leaders in American higher education, John Gardner puts as the first item on his agenda the improvement of teaching and the restoration of the status of the teacher—as a teacher, not a researcher. The teaching function, he says, is being slighted, "particularly the teaching of undergraduates."

To close the generation gap, Vanderbilt University plans to elect a senior student to its Board of Trustees each year. Says Chancellor Alexander Heard, "The move will bring the trustees close to the contemporary life of the campus" At DePauw University, two students have been made voting members on two major policy making committees—Education Policy and Curriculum and Academic Routine. This follows a two-year experimental period with students as non-voting participants on these committees.

At Harvard, 85 percent of the 200 youths admitted on criteria other than high school college board scores, graduated.

The cluster of colleges that comprise the Santa Cruz campus of the University of California added another member this past fall—the first college in the nation whose curriculum is devoted primarily to the problems of poverty.

Wellesley's 1968-69 catalogue lists 500 courses of which 107 were completely new this year and include such subjects as Civil Disobedience, Economic Controversy, The Culturally Disadvantaged Child. Also, Biblical History, a course for all students since the college's founding, is no longer required.

Purdue University has developed a new job application blank which will give recruiters a better idea of potentialities of the applicants and give the "C" student a better break. Instead of listing only grade-point average and class rank, the new blank breaks grades down into work in the major study area, supporting courses for the major, minor study areas, electives.

President Douglas M. Knight of Duke University has come out strongly against allowing a vocal minority on campus to abuse academic freedom—which it purports to be promoting and supporting. In a letter to parents he spelled out the administration's stand on disruptive conduct, quoting from a policy statement framed by a Duke student-faculty committee, which reads in part, "The substitution of noise for speech and force for reason is a rejection and not an application for academic freedom. A determination to discourage conduct which is disruptive and disorderly does not threaten academic freedom; it is, rather, a necessary condition of its very existence."

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Honors

Janis Wilbur, Gamma Psi, Texas Christian, an executive secretary in Dallas, Texas, where she is active in the Theta alumnae, has been selected as one of the Outstanding Young Women of America for 1968 and will appear in the annual biographical compilation, *Outstanding Young Women of America*.

In recognition of the civic and university leadership of Mr. and Mrs. John E. Kirkpatrick, Oklahoma City University has named its new Fine Arts Building the Kirkpatrick Fine Arts Building. At the dedication ceremony, *Eleanor Blake Kirkpatrick*, the feminine member of the "team" and Theta from Alpha Omicron, Oklahoma, was awarded an honorary Doctor of Humane Letters degree.

Named Westchester Theta of 1969 and presented with a gold charm with the Theta crest was *Ruth Rabbe Hager*, Alpha Chi, Purdue, treasurer of the Westchester Theta Alumnae Club and former district officer.

A Theta Grandma Moses? Perhaps. At any rate, *Mary Stewart Morgan*, at 94, is doing better with a paint brush than many of us at half her age. Her recently painted picture of her husband, Ed (he's 87), has been on exhibit in a Valparaiso, Ind., art show. She is an 1897 initiate of Alpha, DePauw.

Over many years she was a large benefactor of Denison, also served on the Board of Trustees as chairman of the gifts and bequests committee. Now she is remembered at Denison by the history professorship, the *Lorena Woodrow Burke* chair. Yes, Lorena Burke was a Theta—a charter member of Beta Tau chapter at Denison.

In the Press

When the Metropolitan Museum unveiled an interior paneled private chapel recently, the gift



Janis Wilbur
Outstanding Young Woman



Marjorie Diehl James
Editor, Writer

40 years ago of the mother of Cornelius Vanderbilt Whitney, Mr. Whitney and his wife, *Marylou Schroeder Whitney*, Beta Omicron, Iowa, were among the proud spectators the press reports.

When husbands retire in glory, wives share that glory, too. *Blanche White Halleck*, Beta, Indiana, wife of Indiana Congressman Charles A. Halleck, was right by his side at the bipartisan testimonial dinner tendered him recently at the Purdue Memorial Union where he was described as "the champion Hoosier of them all." He represented Indiana's second district in the U.S. House of Representatives for 34 years, was also GOP majority leader for a time, so said a story in the *Indianapolis Star*.

A Louisiana newspaper gives space to the work of Dr. *Susan A. Lytle*, Phi, Pacific, now an assistant professor at Louisiana State University.

She read a paper at the convention of the American Speech and Hearing Assn. telling of her research project which indicates the manpower shortage in the speech field can be eased by the use of semi-professional speech therapy aides, if they are under the supervision of qualified speech pathologists.

University of Illinois sources are publicizing the one million dollar gift toward construction of a faculty center on the Urbana campus made by *Margaret Harris Levis*, Delta, Illinois. She is the widow of William Levis, long-time chairman of Owens-Illinois Glass Co.

A library for people in Botswana, one of Africa's newest republics? Ridiculous! Most of these people can't even read. But, reports a North Dakota newspaper, this did not deter *Mary Melby Kurtz*, Alpha Pi, North Dakota, Peace Corps volunteer and seventh grade teacher in Botswana. Mary and a Peace Corps friend have provided a 200-book library located in the attic of the Lobatsi community center. The children are reading; the adults come to look at the pictures! Mary's husband, Bryan, is also with the Peace Corps, his primary concern the rampant unemployment in Lobatsi.

Job Jottings

Phyllis Springer, Kappa, Kansas, is employed by the U. S. Trade Exhibitions in Paris in an office in the U. S. Embassy. A nine-year resident of Paris, she is currently acting as executive secretary to the U. S. Department of Commerce Air Show staff helping with plans for the annual Paris International Air Show, May 1969.

Barbara Flanagan, Beta Kappa, Drake, is a columnist for the *Minneapolis Evening Star*. A major interest of hers, promoted through her column, is the encouragement of people and business to beautify Minneapolis.

Patsy Warren Sheaff, Alpha Xi, Oregon, of Oakland, Calif., headed the United Crusade Women's Division for central Alameda County.

The work of the well-known Austin (Tex.) sculptress, Elisabeth Ney, is preserved in Miss Ney's former studio, the present Ney Museum in Austin, of which *Theta May Diane Miller Watts*, Alpha Theta, Texas, has recently become curator.

Herttha Ann Stein Duemling, Beta, Indiana, Ft. Wayne, is executive director of the privately financed Indiana Educational, Cultural and Arts Foundation. Through her efforts a Calendar is issued three times a year listing state cultural events available to Hoosiers.

President Nixon doesn't lack for Thetas in his entourage (see also page 20). *Shelley Scarney*, Eta, Michigan, has been an off-and-on employee on his staff since 1959, really dug in for him with a regular job in his New York office in 1967. She was a secretary on the Nixon plane during the 1968 campaign as an experienced helper since she also participated in his 1960 campaign and when he campaigned for Goldwater in 1964.

On the Go

Carolyn Flinsch Howard, Upsilon, Minnesota, is with the Peace Corps in Kenya.

The new home for *Paula Johnson Stafford*, Gamma Tau, Tulsa, and her husband Gil, is Kenai, Alaska, where Gil will be terminal manager of Kenai's new airport.

Marguerite Myers Baumgartel, Kappa, Kansas, an assistant professor of art education at the University of Kansas, spent her recent ten-month sabbatical leave in India on a Fulbright travel grant. Because she is interested in sculpture—both as a sculptress and student—her trip will result in a junior high art textbook based on Indian animal sculpture.

For several years *Marian Guild Mathias*, Psi, Wisconsin, has been chaperoning study-travel trips to Europe for youngsters age 15 to 21 under the aegis of Aims-International, part of whose program is a four-weeks residence study program in a world-famous university. During the winter Marian teaches in the French Department in Putnam City High School, Oklahoma City.

Writers

Sixty-five members of the National Society of Public Accountants contributed to the new two-volume *Portfolio Of Accounting Systems For Small and Medium-Sized Businesses* just issued by Prentice-Hall, Inc. Editor, director and coordinator for the books is *Marjorie Diehl James*, Upsilon, Minnesota, director of information for the NSPA in Washington, D.C.

Charles A. Beard, distinguished writer-husband of distinguished writer, *Mary Ritter Beard*, Alpha, DePauw, is the subject of a definitive biography in a recent book.

Books By Theta Authors

The Talking Crocodile by Fyodor Dostoevsky. Adapted by M. Rudolph Campbell. Illustrated by Judy Piusi-Campbell. Atheneum, 1968. \$4.95.

The most interested visitor to the exhibit of Carl, Russia's first crocodile, was Ivan. So curious was Ivan that he viewed Carl at very close range . . . and was swallowed whole by the crocodile. Ivans' wife was dreadfully upset until Ivan, safe and comfortable inside the crocodile assured her that he was all right. There follows an active round of teas and parties for the unusual pair until, ultimately, the relationship is happily severed.

Gently humorous illustrations establish the mood of this gay little tale and help to tell the story. Colorful drawings convey the dignity and distress of the characters and clever attention to details adds to the tongue-in-cheek humor. Story and illustrations combine to make the book a delightful reading and viewing experience for all ages.

The Adaptor and Illustrator—Written by Mr. Campbell, the book is illustrated by his Theta daughter, Judy Piusi-Campbell. A graduate of DePauw, Judy Piusi, Alpha, is a free lance artist whose work has appeared in many magazines including *Mademoiselle* and *Fortune*. Her design was selected for the TB Christmas seal in 1963. She has studied abroad and is married to Pietro Piusi, an Italian professor, lives in Florence, Italy.—KATHRYN MOORE RING.

A Treasury of Knitting Patterns by Barbara G. Walker. Charles Scribner's Sons. \$10.00.

Barbara Walker has delighted fellow knitting enthusiasts with her encyclopedia of knitting instructions. Her collection, grouped into 11 categories from simple knit-purl combinations through complicated eyelet and lace patterns, is one of the most comprehensive collections available today. The patterns, gathered both from modern sources and from those dating back into the traditional history of the art, are illustrated with swatches worked by the author's own hand. As a bonus, the book's preface gives an introduction to knitting plus its history, technique and terminology.

Though a novice to the art might well desire an explanation of the best needle size and most appropriate garment for each stitch in the book the more experienced knitter will not find these omissions a severe handicap. All knitters will revel in the author's creativity and be ready to accept her challenge: "So—don't just knit *something*. Knit something *beautiful*." **The Author**—A Philadelphian, Barbara Goodwin Jones Walker, now lives in Morristown, N.J. A Beta Eta Theta from the University of Pennsylvania, she graduated there *cum laude* with a degree in journalism. She initiated this book, her first journalistic effort, when she couldn't locate such an encyclopedia for her own use.—WENDY WILKERSON MORRIS.

Back To Nursing by Ruth Perin Stryker. W. B. Saunders Company, 1966. \$5.75.

Styles in nursing change as do styles in clothes. Those who have not practiced for some time feel inadequate to adapt to present day hospital nursing because they lack the required orientation and up-to-date knowledge of medicine and facilities.

This book attempts to guide independent study for the non-practicing nurse who wishes to return to hospital nursing and needs to know where to begin.

It offers a refresher course by providing first, an acquaintance with the social, economic and technical advances which affect nursing; second, an introduction to clinical facts and developments pertinent to present day work performance; and third, new procedures in the care of patients.

In addition, several chapters are devoted to standards and qualifications for nursing service; responsibilities of jobs associated with the nursing profession; how to prepare for a job interview; and some "tricks of the trade." Stressed are observation on the job and continuing education.

The Author—Ruth Perin Stryker, Upsilon, Minnesota, holds the R.N. and B.S. degrees and is Director of Nursing Education, American Rehabilitation Foundation, Minneapolis, Minn.—MILDRED BENTON.

Aunt Agatha, There's a Lion Under the Couch! by Wende and Harry Devlin. D. Van Nostrand Co., Inc., 1968. \$3.95.

The talented Devlins have given the younger set another perfectly charming book. The illustrations and story are both enchanting, and the moral (meant for the adult who reads it aloud) is sufficiently clear and reasonable that it is appreciated by all. Aunt Agatha and Matthew live alone in a big yellow Victorian house where Aunt Agatha knits scarves, clickity-clackity, and Matthew mourns the loss of his new red hat to a bully named Gurney. Aunt Agatha almost always makes her scarves too long, and they swirl gracefully, ever longer, through the pages of delightful illustrations.

When Matthew calls Aunt Agatha's attention to the fact that there is a lion under the couch, she delights herself and inspires Matthew's admiration by calmly telling Matthew that the way to get rid of a lion is to laugh at him and he'll just fade away. When this doesn't work, Matthew becomes a hero, regains his red hat, and Aunt Agatha learns that you never can tell when a little boy has something important to say. *Time Magazine* recommends this book as "best reading for children three to six"; the honor is well deserved.

The Authors—The husband-and-wife team of Dorothy Wende and Harry Devlin is constantly turning out delightful books for the younger generation. Husband Harry is the illustrator; the two of them collaborate on the writing part. Dorothy or "Wende" also contributes poetry to *Good Housekeeping*. She is a Theta from Chi chapter at Syracuse, lives in Mountainside, N.J.—MIRIAM BAUER PEIRCE.



Worth Waiting For!

Initiation day in 1968 held a special meaning for Alpha Tau chapter at Cincinnati because Florence Ebersole Bartlett, 88-years old, became a Theta along with two of her grandchildren, Ann (*at left*) and Linda Bartlett (*right*).

Imagine—waiting 68 years for initiation! Theta began at Cincinnati as V. C. P., became nationally affiliated in 1913. Florence Ebersole Bartlett was a V. C. P. member in 1900.

Two other Thetas completed the family group at initiation. Mrs. Bartlett's daughter, Dale Bartlett DeFosset, and Dale's daughter (my, these daughters of daughters become confusing!—EDITOR), Dale DeFosset Axley, both Thetas at Cincinnati, were present.

Another Theta Chapter

Theta's newest chapter, Delta Rho, has been colonized at the University of South Florida, Tampa, with the pledging of 81 members of the local Tri Chi sorority. Dorothy Heard of Grand Council will chairman the June installation.

Opportunities For Graduate Work

OHIO STATE UNIVERSITY—Graduate assistantships for single students available in student personnel work-study program. Write Students Personnel Assistant Program, 218 Pomerene Hall, OSU, Columbus, Ohio 43210.

OHIO UNIVERSITY—Residence hall positions for persons in student personnel, guidance and counseling, community service, human relations, education, etc. Write Dean of Residence Life, Ohio University, Athens, Ohio 45701.

SYRACUSE UNIVERSITY—Graduate and doctoral internships in student personnel, working on staff of dean of women and as head resident of living unit; work-study programs available in other fields. Write Dean of Women, Syracuse University, Syracuse, N. Y. 13210.

UNIVERSITY OF VERMONT—Graduate personnel assistantships for residence hall counselors, open to married or single students. Personal interview required. Write Dean of Students, University of Vermont, Burlington, Vt. 05401.

Encyclopedic Ladies

Two books by Theta authors are being featured in large-scale ads by the publisher, Charles Scribner's Sons. One is the knitting book by Barbara Walker (*see review, page 45*). The other is an older book, reviewed in the Theta Magazine, Autumn 1958. It is *The Dictionary of Antiques and the Decorative Arts* by Louise Ade Boger and her husband, H. Batterson Boger. In print now more than ten years it is still going strong, with a new, enlarged edition which retails for \$17.50. There must be something special about Theta's Beta Eta chapter at Pennsylvania that brings forth encyclopedias! Both Knitter Walker and Antiquer Boger hail from there.

Magazine Agency Discontinued

The Service Committee regrets to announce that the Kappa Alpha Theta Magazine Agency will be discontinued as a national fund raising project on June 1, 1969. Grand Council has voted it inadvisable to continue because of increased costs of processing subscriptions and diminishing margins of profit. A research committee will study the feasibility of another project.



Beckemeyer Photo

CAMPUS SHORTIE NOTES

At this time when more students than ever before are attending college and when colleges are more and more in the spotlight as they attempt to meet the challenges of modern life, it seems worthwhile to explore what these efforts are. The shortie letters recount what is being tried on various campuses where Theta has chapters and tie in with Education For Tomorrow (*pages 33-42*), a section describing the various movements to update education.

Campus Shortie Notes

Early bird chapters: 1. Tulsa 2. Oregon State 3. Denison, Puget Sound, Oklahoma State (*tie*) 4. Louisiana State 5. Kentucky.

Innovation In Education

ALABAMA—This fall students found a new dimension in the conventional type of classroom learning. Through the recently organized Experimental College 28 courses, such as Black Arts and Do Your Own Thing, were opened for student registration.

The new dimension goes beyond contemporary topics to include small, informal group discussion and meetings outside the classroom. Since there are no restrictions concerning class cuts, grades or participation, students feel more eager to become involved.

These methods of study, as well as the college-oriented topics, help fill the gap between routine classwork and life in college.

ANNE KINNEY

A Peaceful Revolution

ALBERTA—Progress is being made in the field of active and responsible student participation in the government of the University. Students, with the cooperation of faculty and administration, are contributing, working, voting members on the Grand Faculty Council and on the various faculty committees. We have not been without our disagreements with some hard core faculty, but in general the necessity for students to have a voice in their curricula has been accepted. With 15,000 students on campus, we have proved that participation can be achieved peacefully.

BARBARA VOIGT

Allegheny Honor

ALLEGHENY—Six years ago the honor system was introduced at Allegheny. Since then the system has remained unchanged. The honor committee is planning a re-evaluation of the system with a primary goal of making it work better. First and second terms are being devoted to interviewing of professors and students as to their interpretations of the honor code as to plagiarism, test proctoring and the program's value in general. Through the compiling of these evaluations the committee hopes to in some way define academic integrity at Allegheny and see if the present honor system is of value to the student body.

KAREN CULLER

Toward Voluntary R.O.T.C.

ARIZONA—At the present time, an organized group of students is urging a resolution to make compulsory R.O.T.C. put on a voluntary level. For years at the University of Arizona, the complaints from the male students about R.O.T.C. have been constant and quite numerous. Even though this resolution is in its fourth year and has previously been defeated three times, its backers are far more optimistic this year.

This year The Student Committee for Voluntary R.O.T.C. has more than a majority of backing from

Whoops! It's Changing!

"The old gray mare ain't what she used to be." So goes the saying. Well, not much of anything in the sixties is the same as before, and certainly, "The old 3-R's ain't what they used to be!" Or, to put it another way, education in the sixties is racing along with so many changes it's hard to keep up.

Take, for instance, some of the phraseology of the "new" education, gleaned from the shortie letter reports. Puget Sound has something called a "winterim." Rollins is working on an "Hourglass Curriculum." Southern Methodist has a "mini-semester" while Tulsa has invented something called a "mini-mester." Emory has established a "Wonderful Wednesday."

While the preceding are specialized terms coined at particular colleges, the words "pass-fail" are more general and represent a program being used at many schools. The term "Experimental College" turns up frequently, also, and can mean courses, student taught and sponsored, without credit, or new college courses on contemporary subjects with credit, or . . . well, you name it! Sometimes the idea of the "Experimental College" is designated as the "Free University."

More and more students are also finding places on college boards and committees and thus having a say in their curriculum and rules of conduct. The editor of Theta's Oregon State chapter expresses the new concept well with these words: "The old and young working together can move with the times, innovating and stabilizing each other. . . Not only is the university (world) awakening, but each student is grasping new knowledge through experience."

the students, many faculty members and even some state legislators. In fact, Senator Edward Kennedy has offered the services of his office to further the committee's cause.

Compulsory R.O.T.C. looks as though it will become a thing of the past here at the University of Arizona.

CAROL WILLIAMS

Revision Rumbblings

ARKANSAS—We are experiencing the rumbblings of continual educational reform. One instance of this is the examination by the Faculty Senate of the college curriculum. Singled out for first examination was the Bachelor of Arts degree. A committee, consisting of professors in various fields and students of differing interests, met to consider the present requirements and future revision. Resulting from the meetings of this committee is a program to set up standing committees to continually examine each division of the curriculum.

This endeavor by the faculty is an example of the trend for educational re-evaluation and should lead away from an acceptance of procedure just because it has been previously customary.

BEVERLY BENTON

Project 67

AUBURN—"Project 67" is the name for Auburn University's shift from a highly technical education to a liberal arts curriculum. Freshmen will spend three quarters in a program of basic studies before declaring a major. It is hoped that this will eliminate the need to change curriculum as frequently, since approximately 20 percent of all Auburn students changed their curriculum their freshman year.

It is the University's duty not only to provide the student with the knowledge and skills for a profession, but to develop his full potential as a human being. Other programs under consideration include a pass-fail grading system in physical education, non-compulsory military training and a "free university," composed of special interest, non-credit courses in crucial problem areas of today's world.

BETH GREGORY

The Expansionist Movement

BELOIT—Beloit College, as part of its New Plan aimed at a more dynamic, liberal arts curriculum, has formulated the Field Term. This required off-campus work, service or research experience is usually scheduled during the Middleclass—sophomore and junior—years. Advanced selection is made with the assistance of an adviser, and almost any employment preference, in world-wide locations, is feasible.

The four-month to one year field experience provides the Beloit student with exposure to that adult, real world from which society has so long sheltered him. Hopefully each individual gains an increased independence, maturity and awareness of himself and society.

LINDA MATERNA

New Trend In First Year Arts

BRITISH COLUMBIA—Arts I is a new program consisting of seminar groups with the discussion, usu-

ally relating closely to the student's life and the world today, centered around a book or play from specific fields of Arts such as religion, politics, human personalities, etc.

The purpose is to give the student a chance to be a free individual, learning to express his own opinions and relate to other people. The student also acquires a look at as many Arts fields as possible, thus helping him to know which field he is best suited for and is most interested in.

PAT BELL

Pass-Fail at Butler

BUTLER—The pass-fail system, a new educational trend, has met with success at other universities and may begin at Butler this spring.

Basically, the plan will allow students to:

(1) Take a certain number of semester hours with the provision that they will either pass or fail the course.

(2) Take courses out of their field without worrying about grades. This will permit students to take courses which they are interested in, not ones which will assure them of a certain grade.

The courses in the program, however, will be limited to elective courses only and not required ones. Thus, the system could be put into operation in time for the spring semester, but the University Curriculum Committee is not pushing it too quickly in hope of assuring success.

KANDA KELLY

Educational Environment

CALIFORNIA-Berkeley—Education relative to individual objectives certainly is not limited to, and hopefully not by, the university system. The University does not eliminate problems, but does provide the opportunity to perceive and consider alternative solutions by offering a diversity, multiplicity and intensity of courses enabling students to obtain a liberal education simultaneously with a specialized one, and to live in an environment conducive to spontaneous personal encounters. As students unified by the common belief that the University should actively contribute to the realization of our separate educations, the Omega Thetas contribute to and benefit from the heterogeneous culture of Berkeley's environment.

SUSAN HONEYMAN

An Educational Choice

CALIFORNIA-Los Angeles—The newest educational trend is the development of the Experimental College. These are non-credit classes covering a wide range of subjects, completely organized and run by students.

The Experimental College was started in order to give students a voice in their educations. It gives us the opportunity to expand our interests, to widen our educational experiences, to choose a more meaningful direction for our education and to help us learn from our peers and their experiences.

Experimental College is enabling us to learn those things which we consider important and is making the educational process more relevant.

JANET HEDRICK

A Broader Education

CINCINNATI—During 1967, students at the University of Cincinnati felt compelled to broaden their educational horizons by becoming more involved in community service experiences. By November 72 applications had been received, and they established a new Student Volunteer Center. This met with such success that this year course credit is being given, using volunteer work as field practice. This is definitely a new trend and one which we hope others will follow in the future. U.C. feels education should be expanded through varied facets of community involvement letting students learn to work with people out of the academic environment.

ANN BARTLETT

Motivation; Not Pressure

COLORADO COLLEGE—The Psychology students at Colorado College find hard work a rewarding experience. An independent study program introduced into the department in 1967 has been so well received by the students that it is being expanded this year throughout the Psychology department, and will hopefully extend to other areas of study in the future.

All required work is assigned by the professor at the beginning of the semester, and is completed by the student on an individual basis. If a student completes this work, he is assured of a "B" and is allowed to attend seminars with his professor. To receive an "A," the student must help one of his classmates to obtain a better grade.

This program motivates the student but does not pressure him, as all work is done to accommodate his free time. The result is a happier student with an increased desire to learn.

KATHY BULL

The Free University

COLORADO STATE—At Colorado State University this fall quarter has been full of exciting new trends in the area of education. One of these that has been given the most support and student enthusiasm is the free university. This program was actually begun last spring; however, this fall it has really been a success.

The free university is just that. Classes are offered at night and also on the weekends free of charge to interested students, who are merely seeking additional knowledge or a complement to their education. There is no credit offered for these courses and participation plus class responsibility is left entirely to the student. A few examples of the varied classes offered are Afro-American Writers in America, Scuba Diving, Hebrew, Conscriptio and Objection—and even a course in Bridge.

NANCI GREER REICHERT

QPR System Modifications

CONNECTICUT—The cumulative quality point ratio has been modified to reflect more accurately a student's progress at the University of Connecticut. This change was ratified because a student, who makes a poor start in his freshman year, may be allowed to continue and may progress steadily to an acceptable level of performance, and still be subject to dismissal.



Photo: Courtesy Allegheny College

Counseling and guidance from "tutors" or advisers on the faculty are an important part of the new independent study programs, implement a much closer student-faculty rapport.

The new system provides for a distinction to be made between lower division and upper division status. Once a student is admitted to upper division status, he starts developing a new cumulative QPR; his lower division QPR no longer has any bearing on his scholastic standing.

VICKY ALDRICH

Experimental College

DENISON—This year Denison has an interesting and exciting innovation called the Experimental College. The idea originated at a Student Curriculum Conference last spring, where a substantial number of students expressed a desire for an academic program of wider scope than the standard liberal arts program.

This student-organized venture offers approximately 20 student-led courses, including Film Discussion, Afro-American History, Folk Guitar, Sensitivity, Jazz-Rock History and Appreciation, Guerrilla Warfare and The Novel Of the Sixties. Although its primary aim is to involve *students* in creating their own education, Experimental College courses are also open to faculty members and townspeople. NORI MILLER

Academic Innovations

DEPAUW—During the past few years, DePauw has initiated several programs concerned with offering a more liberal education. Pass-fail courses, open to upperclassmen, have encouraged students toward independent study, rather than studying "for a grade."

Several experimental courses have also been added to the curriculum. One of these is Introduction To the Fine Arts. In an attempt to unite the arts, the teaching of dance, music, art and poetry has been combined in one course. While none of the professors expect any degree of proficiency, many students develop hidden talents. Working side by side, professors and students laugh and learn together.

GRETCHEN HESS, TRYNA JOHN, NAN MARTIN

Course Evaluation

DRAKE—At Drake University in order to allow students to express their opinions, a course evaluation program has been installed. This gives students a chance to rate instructors in every course they take. The instructors don't see the evaluations until they have been studied by the Academic Affairs Committee, so students can be honest in their remarks, knowing their opinions will remain anonymous.

There has been much talk in recent years of students not having an effective voice in course content and faculty competence. This trend is one method of giving students a voice in evaluation and while it is unlikely that a student opinion will make or break a faculty member, many professors take the evaluations to heart and make efforts to correct areas where students feel they are lacking proficiency.

KATHRYN A. SHOOP

Wonderful Wednesday

EMORY—Emory has an educational innovation called Wonderful Wednesday that is rapidly becoming

adopted by other colleges and universities. This is the day set aside by the University each week when students have no classes, required meetings or anything else which might conflict with what the student wants to do. The policy is that students should be free to take advantage of the many cultural and educational opportunities that exist in Atlanta. Wonderful Wednesday is the University's way of acknowledging that the education of an individual does not just lie in the classroom but wherever he seeks to learn.

LYNN FONTAINE

Thetas See Italy

FLORIDA STATE—Florida State University is fortunate to have an extension program in Florence, Italy. Begun in 1966, this two-quarter program open to 100 students offers thrilling opportunities for travel for those students interested in the humanities, classics, drama, art, Italian, English literature, religion and philosophy. The students live, eat and attend classes at the Villa Fabricotti in Florence. Relative costs are little more than attending F.S.U. for two quarters with the exception of transportation to and from Florence and spending money for travel. Already a dozen Beta Nu Thetas have participated and three more of us departed in January 1969.

CANDY WRIGHT

Registration Revised

FRESNO STATE—Fresno State College students were presented with two changes in registration procedures this fall, 1968. First of all, the registration procedure was revised and the customary method of registering by alphabet priority was replaced by a new method, which involved registering according to the total number of units accumulated by a student prior to the 1968 summer sessions.

Secondly, a two-year pilot program to determine whether or not it is feasible to computerize much of the paper work at state colleges has begun with an identification card with the photograph of the student on it. This card will be used in future program changes, checking out library books, and so on. If the plan is successful, all California state colleges will shift to the new system.

CHERYL GIBSON

Community Involvement

GEORGE WASHINGTON—Recognizing the need to involve itself in the surrounding community, the George Washington University—an urban institution—has admitted 26 students from low income families in the District of Columbia to its freshman class.

The decision to admit the students was based on a desire to offer a community service, a realization that certain environmental disadvantages deprive many Negro students of a college education and a recognition of the value of a more diversified student body.

The students are supported through special grants-in-aid and tuition-waiver programs. LYNN HIGGINS

Special Spring Term

HANOVER—After studying three courses for each of two 14-week terms, Hanover students enroll in only

one course for a five-week spring term. This plan not only provides an opportunity for concentrated study in a desired area, but also, by being at the end of the academic year, allows many courses to be taught off-campus.

A few examples: Mexico, France and Germany host language students. Biology is studied in Mexico and the Smoky Mountains. Polynesian culture is experienced in Hawaii, Shakespeare is studied in England and students of political science observe the UN in operation on a field study in New York City.

BETTY BERNARDONI

Pass-Fail?

IDAHO—The 1968 fall semester at the University brought an addition to the grading system—the pass-fail option. The system is available to juniors and seniors for a maximum of three credit hours per semester. A course may be taken under pass-fail if the course is not in a major field or is not specifically named for degree requirements. If a student receives a *pass* under the option, he receives credit for the course. If he receives *fail*, no credit is given and a zero is figured into his GPA. Thus far, the system has been effective in instituting student interest in areas other than his major field.

SUSAN KELLY

Program For Blacks

ILLINOIS—Project 500 is the dominant educational happening on campus this semester. It is a program designed to allow higher educational opportunities for culturally and economically deprived blacks. The project provides scholarships and grants for 500 black students from Illinois and other midwestern states. The students are admitted on the same standards as all entering freshmen and attend regular classes. The Black Student Association worked in conjunction with Chancellor Jack Peltason in selecting the students to participate in the project. Plans for the project began last spring and the recruitment of students was completed during the summer. The campus is enthusiastically supporting the project.

CHERYL WAYLAND

Black Student Recruitment

INDIANA—Indiana's newest project in the educational area deals with the recruitment of black students for study at the University who have shown on tests high innate ability but have a poor high school background. The unofficially termed "Gary Project" has brought to campus this year over 30 students from the Gary area who are being given funds by the University and special counseling from both faculty and students to help them adjust to the University and overcome the inadequate school background they have already encountered. If the program is successful, it will hopefully be extended and increased.

ANITA SILVEY

It Can Be Pass Or . . .

IOWA STATE—The pass-fail system was initiated last year to enable students to take difficult or unusual



Photo: Courtesy Beloit College

These Beloit coeds are checking a joint project in chemistry—but under The Beloit Plan the most exciting work comes during a Field Term of employment done away from campus.

courses outside their major or minor fields without lowering their grade point average; but the program has grown, and it is now possible to take nearly any course pass-fail. Certain required courses are not included under the program, nor are subjects in the major or minor fields. A total of six pass-fail courses may be taken, with a two per quarter maximum. Students with 60 credits may specify pass-fail courses at pre-registration, then these must be approved by the dean of their college.

JOCELYN QUINN

Culture Programs for Thetas

KANSAS STATE—Mary McManis is Delta Eta's Fraternity Trends chairman. She has been quite busy this year planning programs of culture. We have had many interesting ones including Mrs. Larmer, head of the Art Department, explaining different paintings, and an exchange dinner with Phi Kappa Theta fraternity, at which the Resident String Quartet entertained us. Another time Dr. Boyer, head of the Political Science Department, visited and talked of politics on the eve of the election.

The culture program has indeed proved a success. We all appreciate the programs and we feel better informed on important issues. The most rewarding experience is having fun learning—and we do just that!

KAREN JAGER

New Look at Health

KENTUCKY—The School of Allied Health Professions is one of the newest of the schools and colleges of the University of Kentucky. All of its programs are presently taught at either the main University campus in Lexington or selected campuses of the Community College System.

Students entering the Baccalaureate Degree programs will spend the first two years in the College of Arts and Sciences and then transfer to the Medical Center for professional studies. This provides formal education in a campus setting which furnishes the student with a basic academic foundation as well as specialized clinical instruction in his major area of concentrated study.

DRETTA CHRISTIAN

New Honors Program

LOUISIANA STATE—Teacher-student relations at large universities are a perennial problem of education. And Louisiana State University is no exception with fall enrollment figures of near 18,000 students. But a new movement started last year is now being offered to the superior student. The Honors Division is an attempt to furnish the advantages of a small liberal arts program within the framework of a large university. Closer relationships with professors are established through inter-disciplinary seminars, and association with intellectual equals is encouraged.

Future plans for the LSU Honors Division include separate housing facilities that would be run under an honor system, with no hours or regulations. Another innovation planned is the pass-fail grading system, whereby honors students could take up to 12 hours of

course work on a pass-fail basis, provided the courses are not in the students' major department.

MONA ROSS

Progressive Education

MCGILL—McGill has not recently undertaken any new educational concept that has yet been generally extended. The trimester system is now being advocated and considered but this will not appear for many years, if at all. However, a progressive experiment is now being carried out by the Sociology Department in one course in which lectures have been annihilated, and the students choose their working methods. They may either attend conferences conducted by themselves, work in pairs or do projects alone. Since the students evaluate each other, this develops a responsible and mature attitude, and if successful, this system will be extended.

JENNIFER ROBB

Education Pushes Forward

MISSOURI—The College of Education, often dubbed most static of the numerous schools and colleges comprising the University, has begun to update itself. Many courses, heretofore referred to as "busy work," are being phased out of the overall program in favor of stressing more important courses to give students a firmer grounding in educational techniques.

Perhaps the most important step toward progress is the creation of an Education Council, comprised of seven members elected by students in the College of Education. The council has as its purpose to suggest changes for betterment of the educational program and relate the college as a separate entity to the University as a unified whole.

SALLY WRIGHT

Afro-American Culture

MONTANA—With the growing concern over the racial situation in the United States, the University of Montana offered a new course to help students understand the history and culture of the Negro people. The class is called Afro-American Culture and is taught by a Negro professor. This class illustrates a new trend at the University to offer classes which will keep the students informed about current situations of particular importance to this generation. The demand for this class is an excellent indication that today's students are truly interested in studying current problems and that the University is working to accommodate them.

MARCIA WISE

Students Organize Free University

NEBRASKA—Three years ago, three students at the University of Nebraska initiated the Free University because, "Our system of education is failing to meet the needs of our society and the style of life that is emerging." This semester the free university set a record—it doubled all previous participation records. The theory behind the free university is that the university cannot open the mind of individual students because its structures and attitudes are so rigid; it

does not allow them to grow, to be creative participants in the vitality of their own education. Anyone can register for a free university class; such classes as are offered are Project In Group Self-Exploration, Marriage—Social, Legal, Sexual Contract; Racism.

MARTY MANNING

Abolishment Of Hours

NEW MEXICO—A trend now at the University of New Mexico is the idea of abolishing all hours for women students. The dean of women sent our questionnaires to the women students to learn their opinions. Among many, it is felt that the restriction of hours is unnecessary as most upperclass women are responsible enough to determine how late they should stay out. One of the main arguments against the abolishment of hours is the danger involved in being out on the street late at night. If "no hours" is not accepted, there will probably be extended hours for upperclass women.

SUSAN HULSBOS

Residence College System

NORTH CAROLINA—One of the most successful educational innovations at the University of North Carolina has been the residence college system. Through the grouping of two or three dorms into smaller units, a large university is made smaller and more personalized. Men's dorms are usually paired with women's dorms. Units conduct their own student government and often join forces for mixers, homecoming floats, charity projects, quiz files, and residence college newspapers. The living and learning experience of the individual is always emphasized.

Recently a system of faculty fellows has been initiated in which faculty members hold office hours and often conduct seminars and informal classes within the residences. The program has done much to solve the identity crisis of a large computerized university.

LOUISE JENNINGS

Students With A Voice

NEWCOMB—Sophie Newcomb College has developed a program designed to give the student a larger voice in determining the curriculum to be offered to her. This came as a result of the self-study program conducted by Tulane University, of which our college is a part. Under this program, students majoring in a particular field meet together several times a semester to discuss common problems dealing with required courses and student-teacher relations. A committee composed of one representative chosen from each major field then presents the students' ideas to a faculty committee made up of the department heads.

MARTHA JANE ZIMMERMAN

New School

NORTH DAKOTA—North Dakota elementary schools are beginning to focus more attention on the individual student's needs, and a new kind of teacher is needed for this kind of education. To prepare this new kind of elementary teacher, the New School of

Behavioral Studies in Education was piloted at UND this year. The preparation program begins at the junior year of college and covers three more years of full academic study, after which students receive a Master's Degree in Education and Behavioral Studies. Students in the New School do not receive letter grades; the grading system is pass-fail. Emphasis is on classroom observation and team teaching by the students.

ELIZABETH JOHNSON, ANN OTTINGER

Curriculum Change

NORTH DAKOTA STATE—N.D.S.U. students are becoming involved in curriculum changes. A new course in mental health, designed to meet the needs of freshmen, has been planned jointly by administration, faculty and students. The course will be team-taught and involve discussions on such subjects as drug abuse, student legal rights and alcohol.

The coming change from the quarter to the semester system in 1970 has caused a need for major curriculum change. The University Curriculum Committee and the Student Senate are encouraging seniors to participate on the curriculum committees of their respective colleges.

SUE COLEBANK

A Gamma deuteron Tradition

OHIO WESLEYAN—An instinctive drive to reach for higher, more challenging ideas as well as ideals is exemplified by the girls in our house who are taking part in O.W.U.'s new pass-fail program. This system was designed to allow students to elect different courses without fear of competition with majors, for it is graded on a Satisfactory—Unsatisfactory basis, and is not totaled into their "accums."

Although we continuously strive for higher levels of understanding in social and moral growth, intellectual growth is never neglected. Our winning of the scholarship trophy has become a tradition, and we await developing academic challenges.

GAIL STEWART

A Day of Learning

OKLAHOMA—In order that all the members of the University community might consider the issues facing Americans today, the *Oklahoma Daily* suggested that on election day, November 5, 1968, "classes be off" and "discussions be on." Seminars on Crisis in the Cities, Law and Order, U. S. Foreign Policy and Political Realignment and Reform in the United States were held.

Each panel was headed by an equal number of members of the faculty and the student body. The panels met in the morning, broke up for lunch and reconvened in the afternoon for discussions.

Tuesday night, everyone met at various Greek houses for a "watch-in" of the election results on television.

The student body feels that this day was not a holiday, but rather a day of learning—a positive approach to the issues of today and for the next four years.

TRICIA BARR

Enlightenment and Involvement

OKLAHOMA STATE—"Student enlightenment and student involvement" are the by-words at Oklahoma State University. Under the direction of Student Association, O.S.U. has brought speakers and programs to strengthen the student's sphere of interest. Allied arts functions in a cultural capacity. Forum Committee brings speakers to campus to lecture on controversial subjects. STEP is a program in which students tutor the educationally deprived person. "Sexpo" is a seminar on Sex and Morality. Panhellenic Speaker Forum attempts to answer questions like "What Does the Black Want?" O.S.U. is giving the student a chance to explore, which he could not find in his curricular courses.

SUSAN CORGAN

Rush Revision

OREGON—At the University of Oregon, Panhellenic is presently in the process of revising the rush system. Marci Hanson, scholarship chairman of Panhellenic (and member of Alpha Xi chapter of Theta at the University of Oregon) has initiated the change and has sent letters to 40 campuses over the nation, requesting information on the various rush systems. Eventually the University of Oregon's rush program will be revamped in order to satisfy the changing needs of the college girl.

JAN KIRSHER

Oregon State Wakes Up

OREGON STATE—We as Thetas feel that the college experience is more meaningful if the students become an integral part of the University's mainstream of ideas. Just as youth should respect and absorb the wisdom of its seniors, so too should the senior group respect and absorb the fresh ideas of youth. The old and young working together can move with the times, innovating and stabilizing each other. At last, Oregon State students are beginning to take an active part in the expansion and improvement of our University. Not only is the University awakening, but each student is grasping new knowledge through experience.

DIANE MCCALLUM

Four In One

PACIFIC—In 1962 a cluster college system was introduced at Pacific, the first of its kind in the United States. Within the University there are four distinct colleges: College of the Pacific—a liberal arts college; Elbert Covell College—a Spanish-speaking liberal arts college; Raymond College—a three-year accelerated liberal arts college; and Callison College where the emphasis is on the social sciences. Each college offers something distinct from the others and yet all are under the same administration and share the same facilities. This cluster college arrangement has allowed Pacific to increase its academic program while still maintaining small-size classes and close student-faculty relationships.

VICKI SCHELTENS

Partiality Avoided

PENN STATE—This year Penn State is using the pass-fail system. We elected to try pass-fail so that



Photo: Courtesy Michigan State Univ.

The individual is the focus in the new "cluster" colleges like Madison College at Michigan State. Here, the director of student affairs at Madison spends a summer afternoon getting acquainted with and welcoming some incoming freshmen.

students could take courses they might not take otherwise for fear of receiving a poor grade. This allows students to explore any subject area they wish. Each college within the University has set its own rules governing pass-fail, but the general rule is that a student may take any courses other than those in his major subject area. The professors do not know which students are taking their course pass-fail, therefore, no partiality can be shown. We are pleased with the freedom and responsibility this new system gives us.

GAIL GRATTON

Students Communicate

PITTSBURGH—Student involvement is important in contributing to a successful academic life. To achieve this goal, communication, representation and action are necessary. Conferences at Pitt where faculty, administration and students openly discuss University problems emphasize this. Students and professors may attend meetings where both ask questions, express opinions and propose ideas. Areas discussed are social regulations, admissions, counseling, fraternities, sororities, grades, the role of Student Government and academics. This movement hopefully will unite students with faculty and administration which is necessary for the University to grow academically and be regarded as a progressive institution of higher learning.

MARY ANN ZOVKO

Intellectual Freedom

PUGET SOUND—We at the University of Puget Sound are in the midst of a change to the 4-1-4 plan. This new program, which starts next fall, features two four-month semesters separated by a one-month "winterim" when the students will pursue independent study.

During the semester students will take fewer classes in order to concentrate their time and effort into study in depth. The winterim is an innovation in intellectual freedom. During this period the students can do independent research or take concentrated, short-term classes which during the normal semester would be impractical.

GINNY NOWACK

Intellectual Growth

PURDUE—With the new emphasis on intellectual growth, the faculty and students of Purdue University felt that it was necessary to revise some of the educational trends. Since the requirements for most departments were fairly rigid, it was felt that it would be advantageous if the student could elect courses that he would like to know more about, but were not necessary for graduation. This policy is known as the Pass-Fail System and was initiated here two years ago. It is structured to allow students with at least a "C" average to take elective courses in the Pass-Fail System.

SUE RAMBY

Independent Study

RHODE ISLAND—The University of Rhode Island's Dr. Edward Higbee, who is in charge of this year's



Photo: Courtesy Univ. of Pacific

Meeting in seminars, not regular classrooms, breaks down barriers between faculty and students. Plan is used at Raymond College, a "cluster" at the University of the Pacific.

Honors Colloquium, firmly believes that within the next decade most progressive universities in this country will shift their undergraduate education from the lecture system to the seminar system. The Honors Colloquium was started at URI five years ago to encourage independent study among students who had demonstrated academic ability. Outside speakers are invited to speak to the group of 80 students, one speaker every other week. During alternate weeks, the students, gathering in groups of 25-30, read and discuss books by the speakers.

LINDA FAIRLIE

The New Liberal Arts

ROLLINS—In our highly specialized technological world of business and research, Rollins feels that a much more knowledgeable background in the humanities, social sciences and sciences is needed along with the major field of endeavor. The Hourglass Curriculum, adopted in 1966, is designed to fulfill these needs in the freshman year, with the sophomore and junior years being devoted to courses in the specific majors, and completing the liberal arts study with senior seminars exposing the student to discussions of all other majors. Each individual must then take a comprehensive examination in his specialized field to assure a sound knowledge of the major.

KAREN KREIDER

Education For Education's Sake

SAN DIEGO STATE—Here at San Diego State College a new and exciting experience has been offered. The Experimental College has been established for those students interested in educational experience not available during the regular session. The atmosphere of the new college is stimulating for those students who believe in taking the responsibility for their own education. Course content may range from lectures to sensitivity groups to arts and crafts classes. In most cases there are no instructors, merely course organizers. San Diego State instructors participate in the Experimental College without salary. Students participate without grades. The idea is education for education's sake.

CARLA STEWART

Challenge System Tries Wings

SOUTH DAKOTA—With the advent of the new trends in education, the University of South Dakota initiated a challenge system in its Art Department. It enables students to progress at their own rates. When they feel they have advanced to a new level, they are allowed to challenge an instructor for credit hours and a grade. Studios are open around the clock and class attendance is non-compulsory. By improving the effectiveness of this program our Art Department can become one of the finest. This is an innovation for us and one of the first programs of its kind in the nation.

KAREN OLINGER

Challenges To Intellect

SOUTHERN CALIFORNIA—Students at the University of Southern California have begun a vital new

stimulus to intellect embodied in the formation of an Experimental College. This new type of college is made up of classes designed and taught by either teachers or students on a spectrum of topics encompassing everything from the Political New Left to Psyche Phenomenon and the Occult. There are no grades or credit, but students register in as many classes as they wish. They then meet regularly once a week to discuss the vital issues concerning their respective topics. Registration is free and by the semester. Our chapter is opening the house to a class on Psyche Phenomenon. All in all, the college is a tremendous success with increasing enrollment for its second semester in action!

BARBARA KNIGHT

Mini-Semester Brings Greater Knowledge

SOUTHERN METHODIST—The educational trend at Southern Methodist University is centered around the idea of attaining an honest formulation of thoughts gained by valuable experiences. In 1966 SMU began this progressive movement by instigating the program of giving finals before Christmas. This has worked with such success that faculty-senate committees have successfully completed work on the "mini-semester." This consists of three weeks of work beginning after Christmas and ending in late January with the beginning of second term. The mini-semester is not merely to fulfill student requirements but to supplement academic life with experiences which offer a greater submersion in studies. Such programs offering students opportunities of greater self-expression with a more general grading system are still in planning stages this year.

JAN FORTNER

Substitute Teacher—Hal!

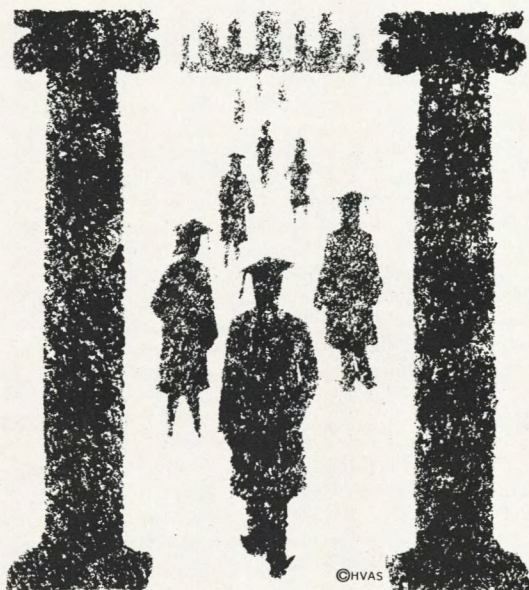
TEXAS—An exciting educational trend at U.T. is computerized learning. Hal, star of *2001, Space Odyssey*, has come into the classroom. Vincent Bunderson, chairman of the University's Computerized Learning division, predicted the virtual elimination of freshman math and English courses for credit. Instead freshmen would have their individual deficiencies in these areas diagnosed by a computer which would then design beneficial programs in the form of questions and answers exchanged between the machine and the student.

Computers are already being used in freshman math, chemistry, and physics, in finance and accounting to acquaint students with computer "language" and fantastic potential while solving complex problems. Educational Science classes are teaching computer use for high school science courses. By studying human learning and instruction, computer scientists at U.T. hope to free professors teaching basic courses to allow them time for original research on their being replaced by computers.

JULIA ARMSTRONG

Coming—The Trimester

TEXAS CHRISTIAN—TCU is seriously considering the trimester system of education. Although this change is still in the formative stages, it is felt that the change would benefit TCU students in several re-



Graduates from the "new" universities are exposed to many programs not thought of before—"cluster" colleges, pass-fail, independent study—in a startling new educational era.

spects. The fall semester would begin in the third or fourth week of August and end with finals before Christmas vacation. This would give the student one month over Christmas. The spring semester would start the last week of January and end in May.

The trimester system would affect sorority rush considerably. Presently we hold rush in early September before registration. With the trimester system we would have delayed rush in January.

SUSAN WOLFE

"Mini-Mester"

TULSA—The "mini-mester" will go into operation next year at the University of Tulsa. This new idea, applauded by students and faculty, will allow all finals to be completed before the Christmas vacation. No tests or papers to worry about over the holidays! Classes will not resume again until the first week in February.

This long break will offer the University a chance to try its new "cram-courses." Classes in various subjects will last a week each during January. Credit, up to three hours, can be earned by any student if he wishes.

SUSIE SNYDER

Utah Begins Free University

UTAH—The University of Utah has a new program on its campus called The Free University. This organization is designed to further the knowledge of the student in many areas which are not offered through the regular curriculum. Any student or faculty member may suggest a subject, after which the Executive Committee selects a discussion leader, and the class is formed. Classes consist of five or more participants and are offered free of charge and free of academic credit. All students are encouraged to take advantage of these exciting new classes which are designed to stimulate interest and expand education.

MARTHA HUGHES

Student Power

VANDERBILT—Student power has taken a constructive form on the campus this year through its promotion of new study programs. The success of the pass-fail system, initiated two years ago, encouraged the administration and faculty to seek student evaluation of the University's educational policies. This student power and faculty cooperation is obvious in the make-up of the Educational Affairs Committee, which two years ago had only two students as members, now has an equal number of student and faculty members. As a result, students can now take classes for credit at nearby Fisk University in Afro-American History and Art, and, under an even broader program, one for which a Theta was personally responsible, can receive credit for a semester of study at another college.

Within various departments in the liberal arts college, students and faculty serve on committees dealing with departmental problems. The latest development in student power was seen in an open meeting of the University, where both students and faculty analyzed the University's intellectual life. HELEN BURNETT

Summer In Copenhagen

WASHBURN—Higher education on the international level has been part of the available curriculum at Washburn University through an arrangement with Denmark's University of Copenhagen, allowing American students to study there for the spring semester. Now a new summer program has been initiated, enabling more students to take part. The courses, taught in English for six hours credit, last from June 28 to August 8. But all is not work! Long weekends are conducive to sightseeing, and those wishing more extensive travel may do so at the conclusion of the study program, thus rounding out a unique experience in foreign study.

ROSEMARY LUTHI

Integration . . . Of Courses

WASHINGTON-St. Louis—The College of Arts and Sciences has taken the lead in instituting a new general studies program. This has two functions: 1) establishes courses and learning activities which extend beyond departmental boundaries and 2) gives the students and faculty responsibility for their own learning. It does this by allowing both to create their own courses and credit carrying activities, not tied to any particular departmental degree program. No longer must we endure many courses because they are required for graduation. Hopefully this general studies program will revitalize the standard curriculum.

JEANNIE MELBOURNE

Pass-Fail Initiated

WASHINGTON STATE—This fall a limited pass-fail system was authorized on a trial basis. Stipulations are that a student take no more than six hours of pass-fail per semester or over 18 total hours during his four college years. Any course may be taken on the system although those in a student's major field are generally taken for a letter grade. The system was introduced at the request of the students many of whom felt they were restricted from taking courses for pleasure or general information because of GPA worries. Time will be the judge of the worth of the system. Should indications be positive the system will no doubt be expanded.

JOAN LAND

Now, Real Education!

WESTERN ONTARIO—Lectures, books and seminars equal "education!" That may signify traditional education approaches but Western advocates a superior enlightening method. Noon hour debates, speakers and demonstrations concerning art, religion, science and world affairs occur weekly. Even alumni/æ realize that education is linked with culture. They benefit music students and others by presenting concerts by the Czechoslovakian Philharmonic Orchestra, the Munich Symphony, jazz, "blues," and folk groups. Language departments are also adopting the new approach with their cinema series. How easy that analysis of *Tom Jones* or *Wild Strawberries* becomes for only thirty-five cents! Now Western offers real education!

GLENDIA ROBINSON

What's With Drop-Outs

Of the 1,000,000 freshmen beginning college each fall, only about half will see commencement. Confronted with these alarming casualty rates, colleges are beginning to take steps to see what can be done to forestall "dropping out." Little exact information is available on the drop-out problem, but what there is suggests that emotional problems which the student brought to college with him are as much the reason for students leaving as academic difficulties. Recognizing this, here are some ways colleges are approaching the problem:

◆ Almost all major colleges and universities now permit leaves of absence to allow a student to resolve his difficulties.

◆ Schools such as Penn State will change test dates, delay deadlines for handing in papers and alter programs to ease tensions.

◆ Kansas State University runs a "Halfway House" in a regular dormitory for students who are disturbed and are seeing a doctor once a week.

◆ Allegheny has adopted a policy of encouraging students to accept honorable withdrawals, if, after intensive counseling, they are still failing.

◆ Since 1967, Carthage College (Wis.) has allowed students with failing grades to carry on under "Operation Second Chance," which provides compulsory group therapy.

◆ In 1965 Rutgers, in its College of Arts and Science, launched an appeals system under which a failing student can contest the university's decision to drop him.

Adapted from an article in *The Kiwanis Magazine* by Bernard Bard.

Broadening Education

WHITMAN—In its role as a liberal arts college Whitman is always looking for ways to broaden the education of its students. The pass-fail program allows a junior or senior student to take one course per semester, on a pass-fail basis, providing that class is outside his major area. This program has been so successful that many students and professors wish it were extended to "pass or no credit" and to freshmen and sophomores.

This year Whitman has a month break between semesters. Two weeks of this time are available for special seminars given by professors, students, and visiting dignitaries as well as field trips led by professors to such places as Greece and the South Pacific. The student may obtain class credit for any of these projects or seminars.

LAURIE ENGLAND

A New Perspective

WILLIAM AND MARY—The increased expansion and specialization of the universities is gradually undermining any feeling of a unified educational experience. In response to this lack of communication among the humanities, social and physical sciences, a college-wide reading program has selected five major works which illustrate the viewpoints of the different disciplines. Discussions with the individual authors, interdepartmental seminars, lectures and films open a forum on many contemporary issues while relating these problems to the program's general theme of "Man at the Mercy of Himself." The Greeks have contributed significantly not only by participating but also by providing 25 percent of the needed funds. Engendering student, faculty and community enthusiasm, the reading program has succeeded in providing the student with a new perspective of education.

KATHY DAVIS



The Beloit College Field Term made it possible for this student to serve on staff of the U.S. Senator Everett Dirksen.

Addenda

Is there *really* anything new under the sun? An early ideal of education was Mark Hopkins on one end of a log, the student on the other—a highly personalized educational experience, if there ever was one. As the "cluster" concept gains momentum, once again personalized education comes to the fore.

What about pass-fail and the doing-away-with grades? Simmons College points out that when the school was founded in 1899 no grades were given. Therefore, as the college adopts an Honors-Pass-Fail program in 1968, they are literally back where they were at the turn of the century!

Also in the early days the goal of universities was to teach students everything about everything. Then the knowledge explosion came along in the early 18th century and forced schools to narrow their sights and to limit teaching to what have become "required" courses in modern schools. As required courses now go out the window and independent study and similar programs are undertaken, once again students are learning, if not everything about everything, at least something about everything.

So it is hard to tell, what is new, what is old, and harder still to tell what is best!—MMKG.

"Lost" But Not Forgotten

ALPHA

Eleanor Hoyer Defoe 1945
Jane Spencer DeHaven 1937
Irene Dempsey 1947
Dorothy Drake 1955
Jill Varney Dudley 1957
Grace Elizabeth Paxson Dunklin 1910
Bernice C. Warren Farnam 1899
Jean A. Fowler Faust 1955

BETA

Rosemary Richardson Davies 1945
Emily L. Glossbrenner Diamond 1942
Florence Cleveland Donnersberger 1949

Judith Ann Duncan 1959
Marjorie Moore Early 1931
Eura Sanders Edmunds 1909
Ann Ward Bouillet Eisinger 1957
Sandra McNear Fitzpatrick 1956
Glenna Taber Fleck 1918
Jane Ann Ford 1967
Shirley Sermersheim Fowler 1952

GAMMA

Patricia Ent Davis 1949
Betty Lou Blackmore Dolzall 1935
Elizabeth Dorsey 1926
Helen Morgan Douglas 1917
Barbara Frederickson Doyle 1940
Mary Louise Wheeler Dunkel 1930
Suanne Shirley Dunsmore 1957
Priscilla Demler Ford 1929
Sandra K. Huffman Frosch 1962

DELTA

Marilyn Daniels 1949
Diane Quackenbush Davis 1956
Carol Dickerson 1965
Mary Ellen Drenckhahn 1956
Yvonne Nyenhuis Dressel 1957
Mary Minnetta Cron Dry 1926
Diane L. Dufourd 1961
Susan M. Eakins 1961
Mary Wood Edgar 1894
Ellen Martin Evans 1926
Pamela Barclay Glass 1961
Jean Kochler Gossick 1932

EPSILON

Laura Deborah Fulton 1902
Anna Yergen Haines 1896
Katherine Snyder Hamm 1901
Elizabeth Cathcart Harrington 1897
Mary Elliott Hickock 1895

ETA

Terry Lee Durfee 1961
Martha Stockard Ebeling 1955
Bernice Randall Fachman 1908
Mary Elizabeth Lynn Findlay 1909
Mary Louise Finney 1939
Margot Joanne Forbes 1962
Marjorie Forrestel 1939
Mary Holton Leckner Fuoss 1930

Helen L. Geise 1948

Judy LeMessurier Goebel 1954
Carolyn Conant Gross 1944
Irene S. Baker Gustafson 1899
IOTA
Betty Hill McCann Deardon 1952
Anne DeForest 1958
Ruth Millard DeMers 1916
Roberta Frogel Derris 1957
Elizabeth Severinghaus Dingle 1947
Jane R. Duran 1963

Johanna Todd Dwyer 1957
Dorothy Jeanne Davis Echeverria 1943
Betsy Ann Peck Edwards 1944
Donna L. Forsman 1961
Jane E. Kelso Fraser 1958
Emma Blanche MacLeod Frein 1897
Daryle Jeanne Davis Furno 1958
KAPPA

Alice Wilhelmi Doubleday 1907
Agnes Uhrlaub Evans 1906
Elizabeth Shearer Gibson 1934

LAMBDA

Mary Jane Edwards 1959
Wanda Cobb Edwards 1939
Sheila Fay 1952
Irmgard Downie Feola 1955
Helen Ann Levesque Harper 1941
Sheryl Hartford 1961
Jean B. Young Hartline 1934
Frances Leitner Haywood 1961
Phyllis Hill 1920

GAMMA deuteron

Cathi Davis 1967
Isobel Zimmerman Dickerson 1934
Katherine Ballard Doster 1933
Arline M. Davis Dowds 1949
Virginia Nobis Feudyn 1950
Elizabeth Fyfe 1944
Nancy Cox Goldsberry 1952
Anne Outram Gui 1945
Esther West Hamilton 1934
Helen Jean Heydenburg 1955
Elizabeth Covert Higgins 1930

MU

Anna Helene Peck Daniels 1908
Janet Hawk DeVittorio 1956
Joan Marie DuMars 1960
Dorothy Jeannette Sansom Dotterer 1909

Eleanor Stranahan Doty 1899
Sally Ann Douglas 1961
Louise Emerson 1941
Mary E. English 1958
Dorothy Jenkins Evans 1923

NU

Carol Haggard 1962
Sharon Lee Harvey 1962

OMICRON

Vera Hagy Dockum 1937

Jean Ann Johnson Dumont 1953

Nancy Raine Edwards 1950
Laurie Ann Green Firestone 1958
Alice Kane Chelsvig Fisher 1956
Mary Louise Foster 1930
Judith A. Gardenhire 1958
Jean Annette Yale Gartin 1943
Nancy Green 1952
Charmaine S. Grogan 1960
Helen Double Grubb 1918

PI

Ellyn S. Bushey Drummond 1958
Susan M. Engfer 1962
Beverly J. Euler Gallagher 1956
Elizabeth Miller Greene 1955
Elizabeth Grindstaff 1959
Barbara Garner Hartley 1956
Genevieve M. Pope Highley 1902
Diane K. Hubbard Hill 1962
Lila E. Fritz Hill 1907

RHO

Judith Ann Bost Daly 1954
Juliana Dalling Danek 1959
Helen Landis Davis 1931
Helen E. Nolte Dawe 1935
Rae Jean Dell 1965
Sharon Adair DeMars 1959
Harriet Magnusson Dow 1941
Mildred Anderson Dunn 1940
Elizabeth Batty Eaton 1908
Barbara Ernesti Edgren 1940
Dorothy Harnsberger Elliott 1947
Jane Campbell Evans 1953

SIGMA

Daintry Martin Davis 1910
Elizabeth F. Donaldson 1927
Mary Donaldson 1921
Jessie Fergusson 1909
Euphemia Walker Gilday 1927
Isabel Jordon Guyet 1930
Louise Carpenter Harper 1906

TAU

Marjorie Gilbert Davis 1936
Edith Dodd 1953
Miriam Matthias Dolan 1925
Caroll Sue Driftmeyer Durschmied 1952

Bonnie Buccilli Dykes 1964
Jane Gillespie Eckerman 1949
Deborah Dixon Wuerfel Eggum 1957
Sally Strothman Eklund 1954
Jo Ann Dexter Evans 1962

UPSILON

Mary Malin Carroll DeGutes 1955
Karen Joan Anderson Dolven 1954
Kate Martin Dorr 1910
Mena Cleifton Dyste 1943
Victoria Quamme Ehlig 1939
Ruth Shellman Elzea 1936
Rita Cruttenden Eng 1940

LOST THETA BLANK

Kappa Alpha Theta, Suite 342, 1580 Sherman Ave., Evanston, Ill. 60201

Please print or type:

Lost Theta, maiden name **Married name**

Chapter **Current address**

street

city

state

zip code

Sent by **Date**

Kappa Alpha Theta · Spring, 1969

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2. Go back to graduate school
3. Update your present education

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Kappa Alpha Theta
Suite 342, 1580 Sherman Ave.
Evanston, Ill. 60201

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Evanston, Illinois 60201

PLEASE PRINT

Husband's Legal Name

Is this a new marriage? If so, give date

Legal Maiden Name

Check if: Widowed Divorced Separated Remarried

If so give name to be used

Chapter Year of Initiation

Last Previous Address

(number)

(street)

(city)

(state)

(zip code)

New Address

(number)

(street)

(city)

(state)

(zip code)

Check if you are: alumnæ office .. hse. board .. chapter adviser .. dist. or natl. ...

Death is the birthday of eternity—Seneca

- Sophie Ruth Knowles Hoyt (Mrs. Emerson M.)
Adelphi 1914; September 1968
- Audrey K. Brown Severson (Mrs. L. M.)
Alberta 1936; January 1969
- Olevia Widdowson Boyd (Mrs. Nelson H.)
Allegheny 1916; October 1968
- Isobel Irwin
British Columbia 1935; January 1969
- Mary Hoadley West Cook (Mrs. Peter, Jr.)
Calif.-Berkeley 1916; February 1969
- Carol Symmes Panhui (Mrs. Henry)
Calif.-Berkeley 1935; November 1968
- Ruth McDonald Smith (Mrs. Hallie L.)
Colorado 1923; January 1969
- Genevieve Vanderhoof Linger (Mrs. L. Albert)
Colorado College 1932; December 1968
- Geraldine Smith Elkins (Mrs. E. Marvin)
Colorado State 1939; 1968
- Faye E. Abbott Mathews (Mrs. Ralph J.)
Colorado State 1929; January 1969
- Elizabeth Calder Dobbin
Cornell 1898; January 1969
- Alice Archibald Watson (Mrs. Kenneth Brown)
Cornell 1924; July 1968
- Sarah Rogers Pence (Mrs. W. Ralph)
Denison 1929; November 1968
- Margaret Seasholes Riggs (Mrs. Otis)
Denison 1929; December 1968
- Mary Jo Cororan Losh (Mrs. Clifford J.)
Drake 1935; January 1969
- Mary Jane Ives Huthmacher (Mrs. C. L.)
Illinois 1938; February 1969
- Anne Beman Cheyney (Mrs. Paul H.)
Iowa 1926; charter member; December 1968
- Virginia Caldwell Peterson (Mrs. Donald J.)
Iowa 1956; October 1968
- Alice Sinclair Belt (Mrs. George F.)
Kansas 1904; November 1968
- Rachel Coston Theis (Mrs. Frank)
Kansas 1911; November 1968
- Mary Rose Adams Lake (Mrs. William B.)
Maryland 1948; April 1968
- Virginia M. Davis
Missouri 1931; 1968
- Nettie B. Humfeld Newman (Mrs. James Porter)
Missouri 1910; October 1968
- Betty Ross Miller Wheat (Mrs. Frank Hall)
Missouri 1926; November 1968
- Prudence Clapp Hugos (Mrs. Ray Andrew)
Montana 1940; December 1968
- Mildred Claire Post Lancaster (Mrs. Jess S.)
Nebraska 1903; December 1968
- Charlene Ann Gross Warder (Mrs. Benton B.)
Nebraska 1957; December 1968
- Marion Wilson Harris (Mrs. Amos)
Newcomb 1936; November 1968
- Florence G. Selser Morris (Mrs. Clifton T.)
Newcomb 1924; February 1969
- Margaret Fawcett Conner (Mrs. Otto A.)
North Dakota 1911; charter member; December 1968
- Mary Grace Vance Rider (Mrs. William Morrison)
Ohio State 1894; January 1969
- Carolina Ivey Dillman (Mrs. Ted)
Oklahoma 1942; December 1968
- Lucille Letson Kockritz (Mrs. Edward)
Oklahoma 1924; December 1968
- Bernice Mee Rigney (Mrs. Milton W.)
Oklahoma 1921; September 1968
- Kathryn Faught Kidd (Mrs. Robert Lee)
Oklahoma State 1934; August 1968
- Dorothy Bernard Craig (Mrs. Wallace)
Pacific 1959; charter member; January 1969
- Jean Margaret Mead Smith (Mrs. Charles Earl)
Pacific 1905; October 1968
- Vivian Byers Lewis Zinsser (Mrs. Charles W.)
Pittsburgh 1933; January 1969
- Ruth Edwards Jones (Mrs. Edward W.)
Purdue 1933; October 1968
- Elizabeth Jane Taylor Myers (Mrs. Larry B.)
Randolph-Macon 1920; January 1969
- Helen Pansy Austin Whittemore (Mrs. Arthur Henry)
South Dakota 1912; charter member; January 1969
- Miriam Millett Jones Bowman (Mrs. John Milton)
Swarthmore 1915; January 1969
- Catherine B. Williams Lathrop (Mrs. Joseph B.)
Swarthmore 1910; January 1969
- Lila B. Rockwell Dalton (Mrs. Ernest William)
Syracuse 1904; December 1968
- Octavia Parchman Douglass (Mrs. Hubert)
Texas 1924; August 1968
- Ruth Kirk Harrison (Mrs. Ben Toni)
Texas 1934; October 1968
- Louise Palmer Winter Cameron (Mrs. H. H.)
Vermont 1919; August 1968
- Elizabeth Collier
Vermont 1901; December 1968
- Grace Agnes Johnson
Vermont 1892; January 1969
- Dorothy Riffie Callahan (Mrs. C. A.)
Washburn 1928; November 1968
- Betty Cambern Snakard (Mrs. Charles)
Washburn 1931; April 1968
- Jane Stolle Kirsten (Mrs. George G.)
Washington-Seattle 1934; July 1968
- Elizabeth Young Mauk (Mrs. John Scrafford)
Washington-Seattle 1923; January 1969
- Isabella Runk Whitmarsh (Mrs. Cecil)
Washington-Seattle 1920; Spring 1968
- Florence M. Diesman
Washington State 1960; September 1968
- Louise Ferguson Golding (Mrs. N. S.)
Washington State 1922; September 1968
- Edna Carmine Price (Mrs. Ray L.)
Washington State 1913; December 1968
- Margaret Ditmars Beneke (Mrs. Henry, Jr.)
Wisconsin 1932; September 1968
- Mary Ashby Fuller (Mrs. John L.)
Wisconsin 1914; Grand V.P. 1918-20; January 1969
- Florence Beth Patterson
Wooster 1904; December 1968

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A new chapter house is something to crow about, perhaps even to run around and shout about! Thetas at the University of Tulsa, who acquired their first house ever in September 1968, are happy girls. Atop this pyramid of celebrating Thetas is Nancy Boutin; in background is THE house. For the story about the Tulsa chapter house, turn to page 15.